

HIGH SCHOOL FORENSICS

An Integrated Program

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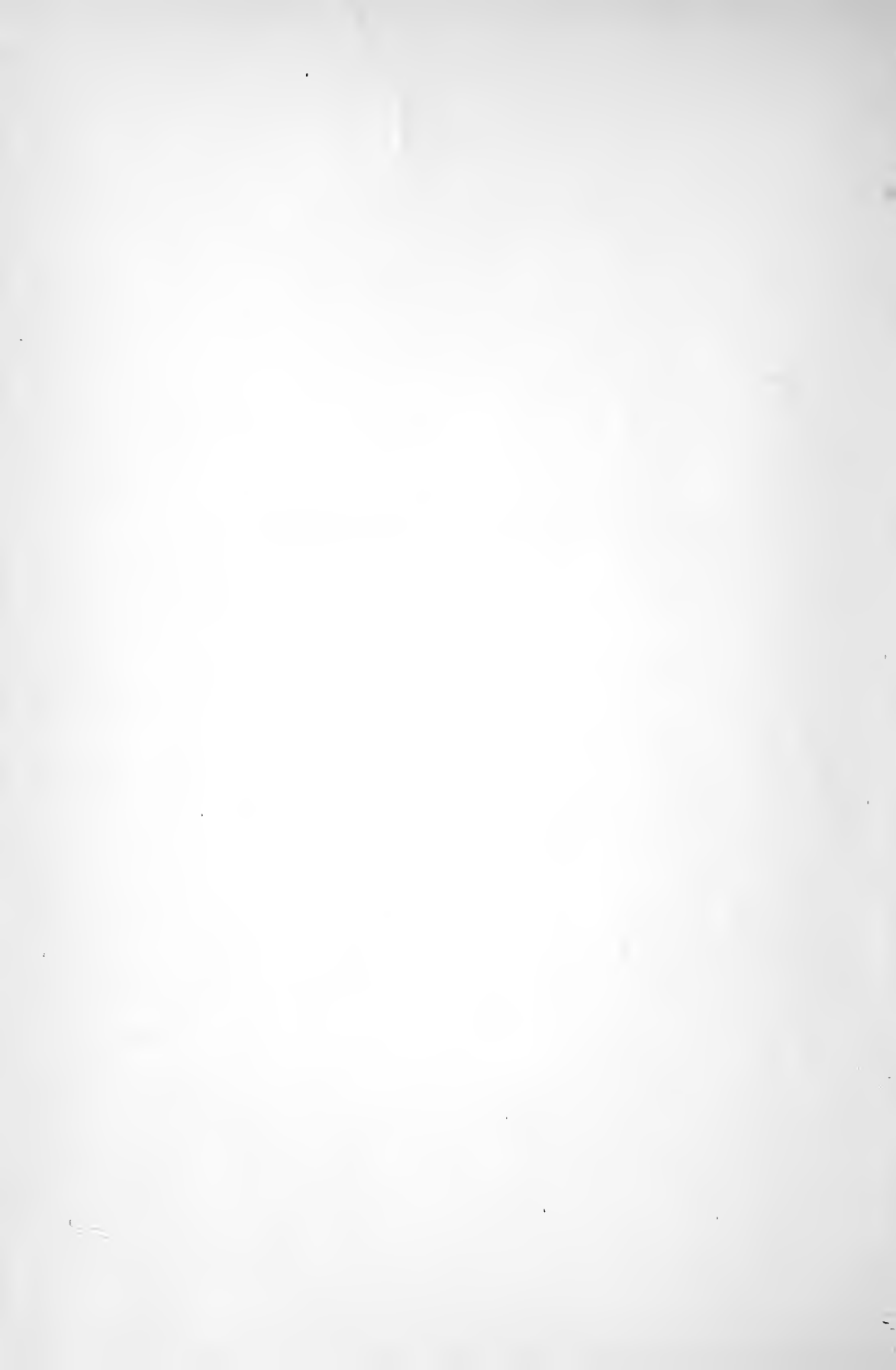


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High School Forensics

HIGH SCHOOL FORENSICS

An Integrated Program

By

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Sheboygan, Wisconsin*



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FOREWORD

Maximum growth in proper directions is the goal of Education. We are concerned with the growth of the individual—not with mass growth. It has been a pleasure, therefore, to see an individual grow through participation in forensic work.

I can point to numerous individuals who were faltering speakers at one time, but who, from the training they received in high school forensics, are now confident public speakers. Their ability to stand before an audience, organize material, and reason through a proposition has been truly remarkable. The evidence of individual growth effected by the forensic program is amazing.

This growth also has a tendency to raise the speech standards of the entire school. The improvement of the individual student necessarily carries into his various other class activities. Thus he sets the standard in the classes in which he takes part.

The community is led very definitely to an appreciation of the work of the school through hearing and seeing these boys and girls perform in their debates and in their various other forensic activities.

It is a pleasure to record the progress made in speech activities through a forensic program and to commend this program as a standard or a model for other work in the school.

A. O. IVERSON, Principal
Central High School
Sheboygan, Wisconsin

PREFACE

This book is an attempt to gather into a single source, materials that will contribute to an understanding of the organization of a forensic program in the Modern High School. It is the result of an investigation for a thesis at Marquette University.

It is the hope of the author that this material will be of assistance to the director of the high school forensic program, to those newly assigned the task of organizing a forensic program, and to administrators and educators interested in the organization and supervision of extra-curricular activities.

The author is indebted to Wm. C. Reavis for his investigation of extra-curricular non-athletic activities in selected secondary schools; to Mr. Bruno E. Jacob for the forms, rules, and materials on the National Forensic League; to Joyce Gregory for a *State-Wide System of Selecting Critic Judges*; to Russell L. Caldwell for the *Wooster High School Speaker's Bureau*; to Carney C. Smith for material underlying *The Code of the Debater*; to Raymond F. Howes for *What an Inexperienced Debater Should Know*; to Elwood Murray for the *Forensic Experience Progression*; to Henry L. Ewbank of the University of Wisconsin for his *Fourteen Points of Debate Technique*; *Preparing The Debate* and *The Oratorical Contest*; to William Justus Wilkinson for *Requirements For The Extemporaneous Speech*; to Lorna Seabury for the *Declamatory Contest*; to Almere L. Scott for excerpts from the Wisconsin High School Forensic Association *News Letter*; to Martin Holcomb for *Factors that Influence the Decisions of Expert Judges*; to E. L. Prestwood for *Extempore Debate Procedure*; and to Dr. Rupert Cortright for permission to reprint from the *Quarterly Journal of Speech* "A Service for Student Judging," "The Rules of the Game," and "Some Problems of Rebuttal."

The author also wishes to acknowledge advice and assistance given him with respect to this book by Dr. George Vander Beke and Dr. William Lamers of Marquette University, to Bruno E. Jacob, Secretary of the National Forensic League, to Dr. Herbert Wood of the University of Wisconsin Extension Division and to

Principal Anton Iverson and Garrison Lincoln of Central High School. He is also indebted to Dr. Rupert Cortright of Wayne University and Dr. Franklin Knower of the State University of Iowa for advice and inspiration.

October 18, 1940

A. E. M.

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HIGH SCHOOL FORENSICS

CHAPTER I

WHERE ARE WE GOING?

If the forensic program is to achieve desirable outcomes, we as teachers must be certain that we understand its objectives.

Ever since the cardinal principles of secondary education were formulated an attempt has been made to translate those principles in terms of a specific subject or activity. Those cardinal principles are: citizenship, effect upon health, training of fundamental processes, worthy home membership, vocational training, leisure time activity, and ethical character.

Speech training, of which debate is a part, attains the broader purpose of education in meeting the demands of the cardinal principles by: Eliminating defective speech and bad habits of breathing and posture, increasing knowledge of human nature, training in discussion of current topics, gaining knowledge concerning allied subjects, creating a respected position among vocational colleagues thru a better ability of expression, broadening the general interests of the students in such a manner as to establish more ways of using leisure time profitably, and developing character.¹

An analysis of text books in debate lists as follows the objectives of debate training:

Power of persuasion, skill in public speaking, thinking, broadmindedness, sportsmanship, mental discipline, analysis, respect for evidence, interest in public affairs, training in organization, search for truth, desire for facts, preparation for vocation, training in research, skill in reasoning, social adjustment, tolerance, diplomacy, use of previously acquired knowledge, self-confidence, good citizenship, clear and forceful expression, development of personality.²

¹ Edwin Padget and Rupert Cortright. "The Speech Curriculum and Speech Training." *Indiana Journal of Speech*. May 1929. p. 12-14.

² Master's Thesis (University of Southern California. Los Angeles.) *Survey of Debating in the Senior High Schools of the Los Angeles District*.

The objectives of debate in particular and forensics in general, fall into three main classes including:

1. Those concerned with the development of a philosophy of subject matter that is in turn concerned with the creation of a philosophy of life.
2. Those concerned with the development of the ability to think involving social science techniques.
3. Those concerned with the development of skills in public speaking.

The first objective of debate is the development of individuals with a proper philosophy of life. That philosophy should include the betterment of society based upon the application of the Golden Rule, as indicated by a life dominated by such principles as tolerance, sportsmanship, honesty, dignity, courtesy, and broadmindedness; and by such personal characteristics as poise, diplomacy, self-confidence, and personal appearance. It must further include participation in a society operated on democratic principles and using democratic methods involving leadership, interest in public affairs, respect for evidence, the desire for truth, and the assumption of responsibility.

We must more and more come to realize that the ultimate value of any education is measured by the type of individual that education produces. If debate, under certain conditions and in certain localities, produces individuals who are characterized by disrespect for others and for authority and evidence, and by shyster tactics and techniques, then irrespective of the other values of debate it should be abolished. If, on the other hand, debate produces individuals who are characterized by respect for others and for authority and evidence, and by honesty, dignity, sincerity, and sportsmanship, then debate should be encouraged.

The second objective of debate is the development of social science skills including the application of reasoning processes, training in abstract thinking, training in generalization, synthesis, analysis, accuracy, concentration, and research techniques.

The third objective of debate involves the development of skills in public speaking and includes voice training, correct breathing, pitch, volume, quality, and duration; bodily expression, including platform deportment, bodily action, gesture, and movement; invention of ideas; facility of expression; proper selection of material and language; arrangement of material, which includes organization, outlining and brief drawing; and presentation, covering delivery, persuasion, and conviction.

These are the three major objectives of debate. They do not come alone from debate but are the natural objectives of all social science and in truth of all knowledge. They come, however, easily and naturally from the concentrated study of a debate proposition, over months of time, which study is at the same time a game and a vital educational experience involving the scientific method and the scientific approach.

A sincere attempt is made, through example, illustration, discussion, criticism, and personal practice, to keep these objectives in the minds of those who participate in the forensic program. The real test of the success of that program can only be measured by the degree to which the individuals who participate in it measure up to these objectives.

While the objectives here listed are particularly the objectives of debate, they apply in greater or lesser degree to the other forensic events as well. Oratory, extempore speaking, and declamation are all likewise concerned with the development of individuals who have the ability to think, the abilities of effective public speaking, and the ability to critically analyze oral material.

The forensic director who keeps these objectives constantly in mind in each of the phases of the forensic program as outlined in the following chapters is certain to train individuals who have the right attitudes and abilities, is certain to receive administrative support for the forensic program, and is certain to obtain a high degree of community appreciation.

CHAPTER II

HOW CAN WE PRODUCE SUCCESSFUL DEBATE TEAMS THAT ARE GROUNDED IN THE REAL OBJECTIVES OF A FORENSIC PROGRAM?

Knowing what the goals and objectives of a forensic program are that will produce winning debate teams, well grounded individuals, and community appreciation and support of the forensic program, we as teachers are confronted with the task of organizing our methods and program so as to reach these objectives.

The factors which contribute to a realization of these objectives can be ascertained from an analysis of:

1. The function of the coach.
2. The organization of the debate class.
3. The organization of the intra-mural program.
4. The organization of the inter-school program.
5. The organization of the community service program.
6. The organization of a system of forensic awards.
7. How to finance the forensic program.
8. The use of the radio as a teaching device.
9. The means of obtaining faculty, community, and administrative support.

1. THE DEBATE COACH

From a survey of the forensic programs in many schools it is evident that the debate coach is an important factor both with respect to the organization of an extensive forensic program, and with respect to the record of achievement as measured by the number of winning debates.

An interesting profile of the average debate coach was obtained from a survey made of a large number of National Forensic League Schools. Sixty-one per cent of the coaches were former college debaters. The experience gained in college debating was an important factor in the nature and extent of the forensic program. Three-fourth of the coaches were men, and the average number of hours of speech, including graduate work, was eighteen. The average age was thirty-four and the average coach had twelve years of experience in high school teaching. While the median salary was \$1,850, the median top salary in schools having a salary schedule for teachers with a Masters Degree and ten years of experience, was \$1,900 for women, \$2000 for single men, and \$2150 for married men. Top salaries for the group as a whole reached, in about 10 per cent of the cases, \$3000 for the regular classroom teacher who had the additional responsibility of organizing a forensic program. Only 20 per cent of the coaches received extra compensation for extra-curricular forensic work. In connection with this situation it is interesting to note the comment of William C. Reavis, who made a survey of non-athletic extra-curricular activities for the National Survey of Secondary Education. "If sponsorship of non-athletic extra-curricular activities is considered important, and the requirements are exacting, it follows that recognition in some form should be received for these services."

With this picture of the average debate coach in mind the next step is to attempt to gain an insight into the work of the debate coach.

The Work of the Debate Coach

The coach of debate is expected to teach 4 to 5 classes a day in addition to carrying on an intra-mural and an inter-school forensic program. The subjects taught by debate coaches in addition to debate, as indicated by the survey of National Forensic League schools, were either social science or English and speech. A tendency exists, as indicated by an appraisal of the national winners as well as those in the two Wisconsin Leagues, for the social science and debate combination to be more successful as measured by winning debates than the English and debate combination.

The general adoption of a debate class within the regular curriculum has shifted the actual work of coaching debate teams from after school time to regular school time, leaving the after school period for the intra-mural and community service phases of the speech program. The general adoption of the tournament idea has shifted the inter-school program from regular school time to Saturdays. The result is that the forensic coach is actually working on more Saturdays than is the average athletic coach. The number of Saturdays given over to trips with forensic squads varies from 5 to 18, with a median of 12. This shift of the inter-school program, although it means greater effort and more time on the part of the coach, is an indication of the healthy condition of the forensic program, because it means larger numbers participating, with as little interference with the regular school program as possible.

The debate coach, if he is to successfully organize an extensive program and produce successful teams and speakers, must be able to teach, preferably in a class, speech fundamentals and debate techniques; to sell the forensic program to the administration, and to the community; to organize and supervise an extensive intra-mural and inter-school program; and to arrange speech programs that will serve the school, and adult organizations in the community.

The specific methods by which the forensic coach is to accomplish these ends are fully developed in succeeding sections of this chapter.

Specific Problems Confronting the Debate Coach

The first personal problem that confronts the average debate coach is the problem of equitably dividing his time and effort between the regular class program and the forensic program. Real effort must be given to the building of a forensic program without neglecting regular classroom duties. The forensic coach who neglects his regular duties in his over-enthusiasm to develop successful speakers and debaters will find that there is no reward or promotion awaiting a mere coach. His success and promotion will in the main depend upon his success as a classroom teacher. At the same time it is a well-grounded observation that the forensic coach who makes a half-hearted effort to develop a forensic program does so primarily because he is unwilling to give his time, his effort, and himself to the creation of opportunities for anxious and willing young people, or because he fails to find real enjoyment in the stimulating company of young people.

The second personal problem that confronts the coach is incidental to producing effective debaters and speakers in their appearances before critical local audiences without doing too much of the work himself. The student who appears before the public must be well trained and his material well organized and presented. At the same time the student receives real benefit from forensic training only if he does the work himself. The debate coach who makes use of a debate class and who sets up an extensive forensic program can produce speakers of real ability whose speaking efforts are largely their own product.

The third personal problem confronting the coach is the protection of himself against liabilities that might result from situations arising while on forensic trips. In most states the debate coach is personally liable, providing that negligence can be proved, for injuries to students that are the direct result of forensic trips. He can protect himself from this type of liability, in the first place, by making certain that all safety precautions are taken at all times. He can protect himself, in the second place, by making certain that all forensic trips are taken either in bonded carriers or in vehicles adequately covered by insurance

especially when compensation is given the owner for the use of his vehicle. Many schools follow the practice of purchasing and paying for riders to existing insurance policies that will cover the occupants of vehicles under the condition where the owner is receiving compensation for the use of that vehicle. He can protect himself, in the third place, by making certain that all students on forensic trips bring from their parents a signed permission slip; thus setting up a presumption of adequate precaution:

PERMISSION SLIP

Forensic Trips

Name

My son or daughter has my permission to attend the debate or forensic tournament held at on It is understood that he will travel in adequately covered by insurance. Driven by The plan is to leave at and return at

Signed

In this same connection difficulties and misunderstandings can arise from a return by the student in some other vehicle and at another time than the vehicle to which a student originally was assigned, and from attendance at dances, or shows after the evening rounds of a two-day tournament, contrary to the wishes of parents. With respect to these situations the debate coach can protect himself through a system of permission slips.

PERMISSION SLIP

Forensic Trips

Name

My son or daughter has my permission to return from the debate of forensic tournament at in a vehicle other than that provided by the school and at a different time than the supervised return of the other students.

Signed

PERMISSION SLIP

Forensic Trips

Name

My son or daughter has my permission to attend a dance or show after the evening round of the two-day forensic tournament held at It will be his (or her) responsibility to return to the dormitory or rooms assigned to the forensic group at the time specified by the forensic director.

Signed

The extent to which the debate coach can exercise his ability to teach, promote, and organize is a decisive factor in the nature and extent of the forensic program. The extent to which he can develop successful speakers and wide-spread participation, while at the same time avoiding the personal problems confronting the debate coach will influence his success in the community as a desirable teacher.

The debate coach is still the vital cog in the proper functioning of a forensic program, not to write speeches or to make puppets of high school speakers, but to reveal to them the part that planning, investigation, and organization play in the proper execution of speech endeavors. The student can best gain these understandings by membership in a debate class and by participation in an extensive forensic program.

2. THE DEBATE CLASS

How can the forensic coach best teach the fundamentals of debate and coach debaters and speakers with a maximum degree of efficiency and a minimum degree of interference with the work of the school?

The general adoption of the debate class within the curriculum has been the answer to that question.

Where a debate class does not exist, the first task of the forensic director is to sell the administration on the idea of adding a debate class to the regular curriculum of the school.

The debate class has come into quite general use because any subject matter that is of real benefit to the student, and that can be presented in organized form to a sufficiently large group of students ought to become part of the regular credit curriculum. A debate class minimizes conflict with other extra-curriculum offerings and makes possible the organized teaching of speech, of debate theory and of methods of thinking. Thirdly, a regular debate class frees the forensic coach to carry on an expanded intra-mural program. Finally, a regular debate class makes possible a debate presentation that is truly a student product.

Two recent surveys made of schools having outstanding programs reveals the fact that approximately 60 per cent of the schools have a curricular class in debate, give regular school credit for such class, and use such class in connection with the regular competitive speech program.

In connection with the debate class the question of credit naturally arises. Sixty per cent of the schools in the National Forensic League gave school credit for debate. Forty per cent gave no credit, 13 per cent gave one-half credit, 12 per cent gave one credit, 12 per cent gave two credits, 7 per cent gave three credits and 14 per cent gave four credits. There is no legitimate reason why a student who attends a debate class should not receive the same credit as if he were attending an English or

history class. Common practice is to grant credit for the first year or two of attendance and allow the student in the last year or two to attend class without credit. This practice makes it possible for the student to carry the regular four or five subjects, prepare debates and speeches in class, and have his after school and evening time free for study and recreation.

The question of the recording of a debate class on the official records is of some importance. It can be entered on the official records as a history course, a speech course, or an English course. The various names given to the course in schools having a debate class are Debate, Public Speaking, English, Speech, Oral English, Current History, Advanced Forensics, Argumentation and Debate, Debate and Parliamentary Procedure, Debate and Public Discussion, and Forensics.

With a debate class put into the curriculum and the problems of class credit and the recording of that class credit under a proper name solved, the next problem confronting the debate coach is the question of how to make that debate class function.

The proper functioning of a debate class involves a consideration of the selection of class membership, the classroom program, and classroom materials, methods and techniques.

The Selection of Class Membership

The question of the debate class personnel involves the problem of getting into the debate class, students who have the physical, social, and mental abilities to make successful inter-school debaters, and the problem of keeping out of the debate class those individuals who do not have these abilities and characteristics. While on the surface, this limiting of membership might appear to be undemocratic, it actually, provided that the intramural program is wide enough to give every individual in the school an opportunity to qualify for the debate class, lives up to the equal opportunity concept of a democracy. Frankly, the debate class, and the inter-school forensic program is for the superior students, for it is from that group of students from which our future leaders must come.

Successful debaters and to a marked degree successful future leaders must have the following qualities: above average mentality, appearance, voice quality, facility with and fluency of language, reading ability, ability to think abstractly, and developed sense of judgment.

Methods that can be used to discover the challenge-child, the potential debater, and the potential future leader are a combination of the following:

1. An examination of IQ's of all incoming students, and consideration as prospective debaters of all those above 115.
2. A comparison of IQ's with the AQ's of the first semester's work.
3. Contact and discovery of potential debaters through the cooperation of the entire social science department.
4. A wide intra-mural forensic program.
5. Activities within regular speech classes.

In the school where this program is being used, these methods selected as freshman and sophomore debaters 4 out of 6 of the top ranking seniors in the 1940 class of 430, and 3 out of 6 of the top ranking juniors in the class of 1941 as measured by the qualifications of membership of the National Honor Society.

The debate coach who realizes that the forensic program is for the superior student and who uses the above methods to select both prospective participants and those who are later to take part in the inter-school program has solved the problem of selecting the membership of the debate class. The next question that confronts the debate coach is the organization of the debate class program.

The Classroom Program

The organization of a classroom program for the debate class is of vital importance if sound educational outcomes are to result. The following classroom program is suggested as an adequate program for an entire school year:

1. 1 week—Voice recording on Fairchild Recorder, and analysis of voice defects.
2. 2 weeks—Extemporaneous speaking, using outline for a 1-point speech in Monroe's *Principles and Types of Speech*.
3. 4 weeks—Debate fundamentals, including:
 - a. An examination of the debate proposition and methods of defining the terms.
 - b. An examination of the kinds of evidence, tests of evidence, kinds of argument, tests of argument, all illustrated with examples from the current question.
 - c. An examination of the techniques of gathering and organizing material.
 - d. An examination of the techniques of case construction.
 - e. An examination of the composition and organization of a debate speech with special emphasis on introductions, transitions, and conclusions.
 - f. An analysis of the principles of persuasion, conviction, and extempore delivery.
 - g. An examination of the methods and types of refutation illustrated with examples from the current question.
 - h. An analysis of the organization of rebuttal speeches with emphasis on the selection of points and divisions of time.
 - i. An analysis of the question and answer technique.
 - j. An examination of the principles of debate strategy illustrated with examples of the current question.
4. 3 weeks—An analysis of the actual material leading to an understanding of the current debate question, involving in the case of the 1940-41 question on "The Powers of the Federal Government":
 - a. An analysis of the history of the debate proposition.
 - b. An interpretation of the terms of the debate proposition.
 - c. A study of "The Hamilton-Jefferson Conflict over State Rights."
 - d. A study of "The Webster-Hayne Debate."
 - e. A study of "The New Deal," with respect to the States Rights controversy.

- f. Interpretation and construction of the affirmative argument.
- g. Interpretation and construction of the negative argument.
- h. An analysis of the polls of public opinion.
- i. A study of the viewpoints of leading affirmative and negative authorities.
- j. An interpretation of statistics and statistical methods leading to an understanding of the social, economic, and political implications of the current question.
- k. A discovery of the issues involved to the current question.
 - l. Class construction of a detailed affirmative brief.
 - m. Class construction of a detailed negative brief.
- 5. 5 weeks—*The Forensic Experience Progression*.
- 6. 4 weeks—Formal Inter-Class Debates, and an analysis of criticism sheets from speech clinics and practice debate tournaments.
- 7. 4 weeks—A study of the principles involved in the construction and delivery of an oration, or declamation.
 - a. An analysis of Law's *How to Write and How to Deliver an Oration*, or Hirt's *The Handbook of Declamation*.
 - b. Classroom construction of individual orations, or memorization of declamations.
 - c. Classroom criticism on the delivery of original orations, or declamations.
- 8. 4 weeks—A study of the principles of extempore speaking.
 - a. A study of materials on thirty current social, economic, and political problems.
 - b. Class construction of extempore speeches.
 - c. Class criticism of the construction and delivery of extempore speeches.
- 9. 8 weeks—A study of parliamentary law, bill construction, extempore speaking and debate using the Student Congress Organization with the debate class organized as a parliamentary body.

10. 1 week—Voice recording on the Fairchild Recorder, and classroom analysis of speech improvement.
11. 1 week—An introduction to the 1941-42 debate proposition.

With the complete weekly procedure outlined the next important problem confronting the debate coach is the problem of obtaining proper and adequate classroom materials.

Classroom Materials

The debate class is basically an organized class teaching the fundamentals and techniques of debate, and public speaking. At the same time the debate class in most schools is used in connection with the inter-school forensic program. Materials for the classroom must therefore include a basic text on debate technique, adequate subject matter on the high school debate question, materials on the technique and presentation of orations and declamations, and adequate supplies of orations and declamations.

The first and basic material necessary in the debate class is a basic textbook on debate. A textbook that will teach the necessary theory and at the same time specifically help the student in the actual delivery and construction of debates. While there are plenty of textbooks on the market that carry an ample discussion of debate theory there is only one textbook on the market that combines that theory in simple form with the actual preparation of the debate. The debate coach who is interested in a textbook that students can understand, and that will, step by step, outline the actual preparation and construction of debate speeches will find that *Contest Debating*³ by H. B. Summers, published by The H. W. Wilson Company, will fill the needs of the high school coach as no other text will.

The second material necessary in the debate class is subject material on the annual high school question. A number of handbooks are published yearly which combine an interpretation of the high school question with a compilation of material on that

³ A revised edition, prepared by Professor Summers, and F. L. Whan has just been issued under the title, *How to Debate*.

question. The handbooks available for use in the debate class consist of two types, those in printed form usually published by book companies, and those in mimeograph form usually published by debate coaches and college speech departments. The handbooks of the first type in general use include volumes in the *Reference Shelf* published by The H. W. Wilson Company; the *Debater's Help Book* published by Noble and Noble; the N.U.E.A. *Handbook* and *Supplement to the Handbook* by Aly distributed through the State Debate leagues. The handbooks of the second type in general use include; *Pro's and Con's* published by the Marquette University Debate Squad, Milwaukee, Wisconsin; the *Debate Handbook* published by the National Debate Service, Omaha, Nebraska; the *Debate Handbook* published by the Mid-West Debate Service, Jacksonville, Illinois; the *Debate Handbook* published by the Platform News Publishing Company, Portland, Maine. The debate coach will find at least one copy of each of these publications of value in his search for adequate material on the annual high school question. A combination of Summer's *How to Debate* for the technical side of debate, and Summer's *Reference Shelf* volume on the high school question for the material side of the annual debate question is the best available combination on the market. Although the median amount spent for material on the annual high school question approximates \$19, an adequate budget for materials on the high school question should run about \$47. The debate coach will find the list on the next page an adequate supply of material for a large debate class.

Although there is no text book on the market that adequately organizes the techniques of extempore speaking, the debate coach will find Monroe's *Principles and Types of Speech* and Lamer's *The Making of a Speaker* of value. With respect to the subject matter of extempore speaking as used in the forensic program there is ample material available. Every debate class ought to have available several copies of the *American Observer* published by the Civic Education Service, and have resort to both the *Reference Shelf*, and the *Contemporary Social Problems Series* by Phillips and Garland, published by The H. W. Wilson Company. The *Reader's Digest* will also be found to be invaluable.

ADEQUATE MATERIALS ON THE HIGH SCHOOL DEBATE QUESTION

20 Copies Reference Shelf	\$20.00
1 Copy Pro's and Con's	1.50
1 Copy Buehler Handbook	1.60
2 Copies N.U.E.A. Handbook	1.00
1 Copy N.U.E.A. Supplement .....	.75
1 Set Cooperative Purchase Material	15.00
1 Copy Platform News Handbook	2.50
1 Copy Mid-West Handbook	2.50
1 Copy National Debate Handbook	2.50
<hr/>	
Total	\$47.35

In the preparation of humorous, dramatic, and oratorical declamations a text by Hirt, with the title *The Handbook of Declamation*, will be found to be an adequate treatment of the steps necessary in the preparation of these phases of the forensic program. An adequate supply of selections in humorous and dramatic declamation can be obtained from the Wetmore Declamation Service of Sioux City, Iowa. Ivan Bloom Hardin, and the Edna C. Means Co. of Chicago, Ill. *The Year Book of College Oratory* published by Noble and Noble, *Representative American Speeches* published by The H. W. Wilson Company, and *Vital Speeches*, a bi-monthly magazine publication, will be found to contain adequate selections in the field of memorized orations.

The Dramatists Play Service, 6 East Thirty-ninth St., New York City, publishes a volume of humorous and serious readings cut from the best current plays. By special arrangements with the authors, members of the National Forensic League may produce these scenes in high school contests without the payment of royalty. Others may produce them by writing the Dramatists Play Service for permission.

Material for the actual construction of student orations should include Law's *How to Write and How to Deliver an Oration* published by Putnam, which adequately presents the mechanics of the construction of an oration, and the *Reference Shelf* and the *Contemporary Social Problems Series* both of which adequately out-

line source material on the great problems which confront this country.

In addition to this material the high school library ought to include an adequate supply of periodical literature including the *New Republic*, *Nation*, *Harper's*, *Forum*, *Atlantic Monthly*, *Reader's Digest*, *Congressional Digest*, and newspapers including if possible, the *Christian Science Monitor*, *The New York Times*, and *The United States News*. In addition to these periodicals and newspapers the library ought to contain both for debate and for social sciences classes both the *Reference Shelf* and the *Contemporary Social Problems Series* mentioned previously in this discussion of materials.

The teacher ought to have available in his personal library material on debate theory, debate coaching, public speaking, group discussion, voice analysis, and parliamentary procedure. The following list of books will include adequate material in each of these fields.

A LIBRARY FOR THE TEACHER

- Ewbank and Lawton. *Projects for Radio Speech—A Manual for the Student*. Harpers
- Garland and Phillips. *Discussion Methods: Explained and Illustrated*. rev. ed. H. W. Wilson Co.
- Hirt. *A Handbook of Declamation*. Northwestern Press
- Hobby. *Mr. Chairman*. Economy Co.
- Howe. *Howe's Handbook of Parliamentary Usage*. Noble and Noble
- Judson. *Modern Group Discussion*. H. W. Wilson Co.
- Karr. *Your Speaking Voice*. Griffin-Patterson.
- Lahman. *Debate Coaching*. H. W. Wilson Co.
- Lamers. *The Making of a Speaker*. Bruce
- Law. *How to Write and How to Deliver an Oration*. Putnam
- McBurney and Hance. *The Principles and Methods of Discussion*. Harper and Brothers
- Monroe. *Principles and Types of Speech*. Scott-Forsman
- Nichols and Baccus. *Modern Debating*. Norton

- O'Neill and McBurney. *The Working Principles of Argument*. Macmillan
- O'Neill and Weaver. *Elements of Speech*. Longmans
- O'Neill, Laycock and Scales. *Argumentation and Debate*. Macmillan
- Raubichek. *Voice and Speech Problems*. Prentice-Hall
- Sandford and Yeager. *Problems for Debate Practice*. Nelson
- Sarett and Foster. *Basic Principles of Speech*. Houghton-Mifflin
- Summers and Whan. *How to Debate* (rev. ed. of *Contest Debating*). H. W. Wilson Co.
- Woolbert and Nelson. *The Art of Interpretative Speech*. Crofts

In addition to a basic textbook, an adequate supply of handbooks, and other available material the forensic coach will find the following materials and methods to be of real value.

No attempt is here made to write or compile material on the theory of instruction in debate and speech. The following materials are included to indicate the type of materials in which the forensic coach and the forensic participant will be interested.

Examples of Materials for Classroom Instruction in Debate and Other Forensic Events

In addition to the class program attention can be given to the following special techniques and methods:

1. The Code of the Debater.
2. Things an Inexperienced Debater Should Know.
3. The Forensic Experience Progression.
4. Fourteen Points of Debate Technique.
5. Preparing the Debate.
6. Requirements for the Extemporaneous Speech.
7. The Oratorical Contest.
8. The Declamatory Contest.

A copy of The Code of the Debater can be given to each student speaker in an attempt to stress the character objective of the debate program.

In the first weeks of work attention is given to Things an Inexperienced Debater Should Know. The young debater thus learns his place in the scheme of things.

The Forensic Experience Progression is used as the principal method of introducing the student in the debate class to the techniques of group discussion and debate.

The Fourteen Points of Debate Technique and Preparing the Debate are especially useful in indicating to the beginning speaker the relationship of speaker, subject, and audience.

The materials on the Requirements for the Extemporaneous Speech, the Oratorical Contest, and the Declamatory Contest, are illustrations of the types of material useful in these fields of speech activity.

Additional materials are suggested in Appendix II.

THE CODE OF THE DEBATER ⁴

The most vital objective of the forensic program is the training of individuals in the principles of good conduct and sportsmanship. Desirable attitudes which should result from participation in a Forensic Program can be developed by setting up a statement of standards, by bringing to the attention of the student his failings and shortcomings, and by impressing upon the student the necessity and desirability of high standards of conduct and sportsmanship.

One step in the direction of building correct attitudes is thru a realization on the part of the coach that decisions are to be won only by legitimate means and that he must himself live the kind of life that he expects the student to live, is thru convincing the administration that debate must be judged on its educational values and on the kind of individual the debate program produces, and not upon the number of debates won or lost.

A second step in the direction of building correct attitudes is thru the creation of a code that debaters and coaches thruout the forensic season, will be expected to live up to. That code should be kept ever present in the minds of participants and should among other things include:

1. A debater will conduct himself, while on debate trips, in a way that will be a credit to the school and community of which he is a member.
2. A debater will conduct himself in other classes in a way that will be a constant proof that debate teaches students to be well trained in investigation and in speech, and that it is not an activity that teaches people to argue at any time upon any subject, without information and without purpose or conviction.
3. A debater will respect the judges and abide by their decision.
4. A debater will give a square deal to his opponents, to the audience, to his school and to the judges in his interpretation of the debate material.

⁴ Adapted from an article by Carney C. Smith.

THINGS AN INEXPERIENCED DEBATER SHOULD KNOW ⁵

1. An inexperienced debater should know that he is ignorant. He can only hope to gain a very simple and incomplete understanding of the great problems of the day.

2. An inexperienced high school debater should know that his personal opinion on great public questions is utterly worthless. When high school debaters have grown beards and become college professors, they may be able to bluff audiences, but they can't do it now. When the debater speaks or writes a sentence beginning, "It seems to me," or, "I believe," or "I think," he must cross out, not merely the first phrase, but all of it in order to gain a realization that evidence is necessary to gain conviction.

3. An inexperienced high school debater should know that an audience, and even a judge, wants to be interested. Use human material with elements of drama, logic alone is not enough.

4. An inexperienced high school debater should know that victory or defeat for his team isn't a world-shaking event.

5. An inexperienced high school debater should know that he can be a debater and still be a gentleman. It isn't necessary to manufacture evidence or use any of the other tricks some debaters know would be shunned even by a shyster lawyer.

If the inexperienced debater learns these five things, there is at least a chance that he will develop into a successful debater. If, he knows he's ignorant, he'll be willing to work hard—to read books, magazine articles and newspaper clippings, to make notes, to organize material—in short, to do all the routine preparation that sometimes seems like drudgery. If he knows that victory or defeat won't shake the world, he'll avoid some of the emotional tension before and during the debate that hampers delivery. If he knows that his opinion is worthless, he'll learn to use specific facts, to prove his contentions with evidence. If he knows he must interest his audience, he'll learn to add concrete, vivid illustrations. And if he knows he can be a debater and still be a gentleman, he'll act like a gentleman instead of like a dirty shyster lawyer.

⁵ Raymond F. Howes. "What the Inexperienced High School Debater Should Know." *Rostrum*. December 1935. p. 4.

THE FORENSIC EXPERIENCE PROGRESSION ⁶

- a. *General Plan of the Progression:* Progression may be used in place of a forensic tournament, as an extra-curricular activity, or as a classroom unit of learning. Panels of 4 or 5 speakers enter a single progression. A single progression may be run off in about one-half hour. A number of progressions may be run off simultaneously, according to the number of students participating. Extempore speaking, discussion and debate are integrated in a functional order following Dewey's *How We Think* sequence of problem, solution, action. The progression is centered on a proposition which takes the form of a question for action such as, "What should be done to improve effectiveness of state legislatures?" or "How can we make Democracy function in the face the growing threat of dictatorship?" The speech experiences include the preparation and presentation of three forum panel discussions, one extemporaneous speech, and six one speaker debates.
- b. *First Stage—Problem Phase.* Forum Panel discussion on the sub-topic, "To what extent is the problem significant?" Each speaker presents a 5 to 7 minute forum talk in which he analyses, defines and interprets as follows:
- (1) A statement of the facts and evidence showing the nature, scope and extent of the problem, including a clear-cut statement of the position taken by the groups who have the largest "stakes" in it, and an analysis of where those interest groups agree and disagree.
 - (2) A projection of the problem into the future and an indication of its effect in the social order.
 - (3) The effect of the problem, present and future upon the speaker as a member of that social order.
- c. *Second Stage—Problem Phase Continued.* Forum Panel discussion on the sub-topic, "What are the most important causes of the problem?" Here the speaker traces as he conceives them to be, the causes of the problem as the result of his reading, conferences with authorities, and his own meditation. He must be able to trace sequences of cause and effect and to reason by analogy and example. His talk makes the following points:
- (1) The origin of the problem and the influences which have contributed to it.

⁶ Elwood Murray, University of Denver. "The Forensic Experience Progression." *School Activities*. April 1938. p. 359-60.

- (2) The factors which all agree must be met in any solution of the problem.
 - (3) The factors on which there is disagreement and which must be accommodated in any solution of the problem. During his talk he evaluates the causes as presented by other members of the progression.
- d. *Third Stage—Solution Phase.* Extemporaneous talk on sub-topic, "What are the solutions to the problem?" The object of the talk is to require the student to give evidence that he is informed about the chief alternatives in the solution of the problem. He:
- (1) States what he conceives the solution to be.
 - (2) Explains them clearly and lucidly.
 - (3) Rates them in order of his personal preference. If a preceeding speaker has clearly explained a solution he should either add fresh material or merely mention the plan without repeating or rehearsing material already given.
- e. *Fourth Stage—Solution Phase Continued.* Debates on sub-topic, "What is the best solution to the problem?" Immediately after the third stage the judge of the progression with the help of the speakers formulates the several debate propositions which will constitute the debate series. For instance if the question pertains to the improvement of state legislatures, the debate propositions might be, "Resolved, the educational requirements for the legislature should include a B.A. degree" and "Resolved, that the unicameral form of legislature should be adopted," etc. All negative counter plans to any proposition should be set up as additional propositions.
- (1) Each speaker may select the proposition he wishes to advance and for which he is willing to assume the burden of proof, and either speak on that proposition in all three of his affirmative debates or change to another proposition if his convictions change. Reference will constantly be made to the causes developed in step two.
 - (2) Each speaker will be required to take the affirmative in favor of the proposition or propositions he has selected and the negative against one, two, or three of the other propositions in three of the debates. The affirmative will have three periods of six, six, and three minutes respectively, interspersed by two negative speeches of eight and seven minutes respectively.

- f. *Fifth Stage—Action Phase.* Forum Panel discussion on sub-topic, "What, as citizens, will be our program to put into effect the necessary remedies." Each forum talk will include:
- (1) A summary of the effect of experience in preparing and presenting the speeches in the first 5 steps of the progression upon the speakers thinking.
 - (2) An explicit statement, summarizing what measure or measures the speaker believes should be put into effect to solve the problem.
 - (3) A statement of what the speaker considers to be the chief obstacles in the acceptance of the program outlined.
 - (4) An outline of proposed procedures to overcome these obstacles.
 - (5) A statement of what special means, if any, the speaker proposes to undertake to make himself competent to do his part as a citizen to solve this particular problem.
- g. After each stage a criticism of the work of each speaker should be given by the instructor. A rating for each speaker should be entered on the following cumulative record sheet:

RATING BLANK OF STANDARDS FOR FORENSIC EXPERIENCE PROGRESSION

SPEAKER..... SUBJECT.....

Rate each ability on a scale of 1 for inferior, 2 for poor, 3 for satisfactory, 4 for excellent, 5 for superior. Multiply points by 2 for speeches in 1st, 2nd, and 5th stages.

RATING FOR FORUM PANEL DISCUSSIONS

	1st	2nd	3rd
1. Skill in analysis, definition, reasoning.			
2. Knowledge and evidence.			
3. Skill in critically evaluating all viewpoints presented.			
4. Social and cooperative skills as evidenced in group and audience relations.			
5. Voice and diction.			

RATING FOR EXTEMPORANEOUS TALK IN 3RD STAGE

1. Clarity and organization and exposition.	
2. Ability in presenting all chief alternatives.	
3. Ability in delivery.	
4. Ability in projection and audience adaptation.	

RATING FOR SERIES OF DEBATES IN FOURTH STAGE

Debates	1	2	3	4	5	6
1. Skill in analysis, defining, reasoning.						
2. Knowledge and evidence.						
3. Skill in refutation and rebuttal.						
4. Social skills as evidenced in opponent, and audience relations.						
5. Voice and diction.						

Total points all

Stages _____

Rank _____

FOURTEEN POINTS OF DEBATE TECHNIQUE ⁷

1. Talk to your audience as though they had power to vote on the question. The affirmative is trying to get the audience to vote "Yes" on the motion before the house; the negative is attempting to secure its defeat. Regard the judges as members of the audience.
2. Remember that your hearers probably know as little about the question as you did when you began your study. Make your explanations and arguments with this in mind instead of speaking as though the discussion had been in progress for some weeks with your audience present all the time.
3. Avoid, as far as you can, the use of big bookish words that are not familiar to your hearers. Many of the books on social and economic problems are written by experts to be read by other experts. Your task is to express the information and ideas gained from such sources in terms that your listeners can readily understand.
4. Draw your illustrations from the situation in your own state and community. Show how the adoption of the motion before the house would affect your state and local community.
5. Remember that, although your hearers may have little accurate information about the question, they do have opinions and prejudices with which you must deal. Find these opinions and attitudes by talking with as many people as you can. Use this information in planning your speeches.
6. Remember that it is not the amount of evidence that counts; rather it is the importance that the audience attaches to it. The speaker can say words faster than the listener can hear and attach meanings to them. Instead of cramming in as much material as you can cover by speaking continuously at top speed, use only as much as you can explain clearly in the allotted time.
7. Remember that precision of statement will do more to make your hearers feel that you know what you are talking about than quantities of statistics and quotations rapidly uttered. Instead of referring vaguely to "That well-known economist" (when few in your audience have even heard of him) tell of his studies in the field of taxation and show why he is qualified to have an opinion on this question.

⁷ H. L. Ewbank. Speech Department, University of Wisconsin. Wisconsin High School Forensic Association *News Letter*. November 1932. p. 2.

8. While outlining your case, remember that three fundamental contentions, well supported by proof, are more likely to be remembered and accepted than a larger number. Arrange these contentions so that they seem to begin with the first question that your hearers want to have answered, and proceed logically and inevitably to your conclusion.
9. Choose captions, or theme sentences, for your speeches that will be easily remembered. Nothing makes a debate speech seem more commonplace than a hackneyed or colorless topic sentence.
10. Attempt to prove only what is necessary to establish your side of the case. Agree with your opponents whenever you can and be ready to admit, now and then, that their arguments have some merit. The discriminating debater does not enter a denial to everything that may be said by the speakers on the other side.
11. While your opponents are speaking, watch the audience to see which arguments are making the greatest impression. These are the points on which you should center your refutation, no matter how unimportant they may seem to you.
12. Debates, both in school and out, are often won because one side succeeds in getting the other on the defensive. It is evident that you should acquire skill both in putting the opposition on the defensive and in foiling their attempts to put you in that position. Knowledge of the methods of attack and defense can best be gained from the study of great debates.
13. Many debaters fail to realize that affirmative and negative rebuttal speeches have different functions. The affirmative speaker must do more than repel the attacks directed against his position by the negative; he must also set forth the strong points of his own position. The negative speaker continues the attack begun in the constructive speeches and argues that the affirmative have not established sufficient reasons for believing that the adoption of their proposition would be a wise policy.
14. Debaters should learn to listen. It is often evident to the audience that a debater has utterly failed to understand the argument advanced by his opponent. Misquotations and claims that the opposition have said thus and so, when in reality they have said nothing at all on that point, usually indicate lack of skill in listening rather than a desire to deceive.

PREPARING THE DEBATE ⁸

The high school debate trains those who take part so that they may be prepared for the actual life situations in which they will find themselves later on. The contest between school teams should, as far as possible, duplicate the situation the speaker will meet after he leaves school. The debater should assume that the audience before him has power to decide the question before the house and should speak to them as directly and persuasively as possible. The aim of the affirmative team is to get the audience to vote "Yes" on the motion; the negative team argues that the vote should be "No." The rebuttal speeches continue the efforts, made originally in the constructive arguments, to win these affirmative or negative votes.

The debate should be regarded not as an end in itself, but as an educational method. This conception of debate makes the decision important insofar as it has motivated the student to do his very best in preparing for the contest, insofar as it serves to point out his weaknesses so that he may improve them. This conception also indicates the coach's part in the process. The good debate coach does not do the work for the team any more than the good teacher writes out his students' examinations. However, the good debate coach does not leave the student on his own resources, just as the good teacher of history does not simply send his students to the library and tell them to study history. The good debate coach must do more than point out weaknesses; he must show the beginner how the thing can be done correctly. He should be a teacher, training students for the responsibilities of leadership.

The work of preparing for a debate includes three tasks. The debater must:

- a. Study the question
- b. Study his audience
- c. Study how he may adapt his material to his audience.

- (1) *Studying the Question.* An argument is made up of (a) assertions that have to do with the question and (b) materials advanced to prove these assertions. If I make an assertion and you accept it as true, the matter need go no further. But suppose I make an assertion and you do not immediately accept it; instead, I can see from your expression that you are withholding judgment or that you are politely sceptical. Then it is evident that if I am to win your approval, I must do something about it; in other words I must prove my point. This is exactly the situation in the debate.

⁸ H. L. Ewbank. Wisconsin High School Forensic Association *News Letter*, September 1929. p. 2.

The speaker makes assertions about the subject before the house; if the audience accepts them he can stop there; if not, he must supply materials that tend to prove the assertions. The student should go to the library (a) to find the assertions that have been made and (b) to find the supporting evidence.

The search for materials to support the assertions will be more effective if the debater knows in advance that there are five ways in which assertions may be supported:

- (a) He may give facts.
- (b) He may cite the opinions of others.
- (c) He may give examples.
- (d) He may make inferences from your facts, opinions and examples: i.e., he may "reason it out."
- (e) He may repeat the statement in some form or other until it is accepted. We tend to believe statements that we hear over and over again.

The simplest unit of argument is made up of an assertion and the supporting materials. The longer argumentative speech is a collection of these assertions and their supporting evidence, connected by conjunctions. The length of the unit of argument, in the actual case, depends on how long it takes to get the listener to accept the assertions.

The material that the student finds should be arranged systematically so that its bearing on the question can be seen, and so that it can be located when needed. The method of arrangement takes the form of the *brief*.

- (2) *Studying the Audience.* We have constantly reiterated the idea that the debate that takes place outside of school aims to move the audience before whom it is given. But audiences react differently; arguments that move one group often fail to win another. Audiences differ in many ways; but perhaps the most important differences arise out of (a) the amount of information they already possess on the question under discussion, and (b) their attitude toward the question.

Suppose that you are an authority on radio interference. You have your materials well at hand; you have read what has been written on the subject; you have talked to others; you have done some experimenting of your own. Now suppose that you are asked to present your theories (a) before a group of radio experts, (b) before a public meeting, and (c) before a meeting of radio dealers.

It is quite evident that, if you are successful on all three occasions, you must make three quite different speeches. The mass meeting audience must be addressed in simple non-technical language. Much of the time must be devoted to explanation what would be out of place before the other groups. The audience of radio experts requires less explanation and fewer examples. This speech would be regarded by the other groups as dry and uninteresting because they could not understand it.

The debater often forgets that his hearers do not know as much about the question as he does. Consequently his remarks are only understood by the other debaters and the very few in the audience who have fully studied the subject. Even the expert debate judge will probably not be fully familiar with the question. The debater should study his audience so that he can speak their language; he must make things clear to them even though he does not cover as much ground as he would otherwise do.

Fully as important as the differences arising from the amount of information the hearers already possess are the differences arising in their attitude toward the question. On this basis your hearers may be classified as (a) favorable (b) unfavorable and (c) neutral. One audience may favor capital punishment; another may just as strongly oppose it; a third may consist of individuals who have not made up their minds one way or the other. It is quite possible that all groups may be found in the same audience.

- (3) *Adapting the Material to the Audience.* After the student has studied the subject and has analyzed his audience he is ready to construct a speech that will represent his best effort to win them.

The speech for the favorable audience requires less evidence than the speech for the neutral group. The hostile audience must be approached tactfully, stressing points of agreement. The group that knows little about the subject must be given a rather complete history of the question. For the audience that is already well informed, this time could be spent to better advantage in the presentation of further arguments.

It is evident from what we have said that the *brief* should not always be followed in constructing the speeches for a given audience. The brief is little more than the storehouse from which the debater draws his materials. Each audience presents a different problem and demands a different treatment. The successful debater is the one who has learned to study his hearers and to adapt his speaking to their needs.

A Word on Team Work. In making the outline for the speeches, the team should work as a unit. The first speaker in reality gives the first half of the speech; while the closing argument and the conclusion to the entire case is presented by the second speaker.

Each team adopts a point of view that should remain constant throughout the debate, both for the constructive and the rebuttal speeches.

The debaters should remember that the audience cannot possibly remember all that can be said in ten minutes. The hearer cannot attach meanings to words as fast as the speaker can pronounce them. Debaters can do much to make it easier for the listeners to follow them by (a) regulating the rate of speaking, (b) by outlining the speeches so that they can be easily followed, (c) by choosing slogans or captions for each speech that can be easily remembered, and (d) by using a direct, conversational style both in composition and in delivery.

"REQUIREMENTS FOR THE EXTEMPORANEOUS SPEECH" ⁹

- a. *Take the topic in hand without delay:* As a former colleague of the speaker used to inelegantly but clearly put it, "Take the bull by the horns and throw it." There are no minutes to waste with inane apologies or lengthy explanations. Let the first sentence bear directly upon the topic. Often it is well to cleverly restate the topic in the opening sentence. Whatever else you do, get going immediately, forthwith, posthaste, at once.
- b. *Stay with the topic until the end:* Do not use a word, express an idea, or give even momentary consideration to anything that does not directly relate to the topic at hand. No matter how many entertaining stories you know about Pat and Mike, the Scotchman and the Jew, or the traveling man and the farmer—restrain your desire to tell jokes and stick to the topic. Of course, the clever speaker will show his insight by pointing out unexpected relationships involved in the topic. A joke or an anecdote may just exactly fit. These situations are splendid. However, make the relationship obvious to the audience. Avoid all tangents. Drive quickly and directly to the vital considerations. Follow the topic like a bull pup in hot pursuit of an alley cat—follow it and master it.
- c. *Deal with the subject matter concretely and specifically:* Use statistics. Quote authorities. Point out the vital and significant aspects of the problem. Show familiarity with any controversial matters involved. Compare similar situations. Contrast unlike situations. If not an expert yourself, indicate your acquaintance with the work, findings, and conclusions of experts. Be definite.
- d. *Make Progress:* Start from an understandable point of departure and arrive at a clearly seen destination. Even if the conclusions reached force you to travel in a circle, make your progress around the circle obvious. If at all possible, travel in a straight line. Start from a stated situation and reach a definite conclusion. Pick out a place to go and go there.
- e. *Make use of varied rhetorical and psychological devices in its development:* Utilize Phillips' factors of interestingness; Aristotle's ethical, and logical proofs; Overstreet's persuasive techniques, or anything else that you can use to create and hold favorable attention.

⁹ By William Justus Wilkinson. Speech Department, Iowa State College. Presented at the 1935 Rocky Mountain Speech Conference, University of Denver. *Rostrum*. March 1935. p. 6-7.

Use any technique of speech composition that you can use effectively. However, the motivating process technique with its five steps—Attention, Problem, Solution, Visualization, Action—is particularly well adapted to the needs of the extemporaneous speech. Dr. Elwood Murray of the University of Denver is probably the nation's leading exponent of this technique. Analogies, examples, illustrations, dramatic style, anecdotes, humor, suspense, narrative exposition, figurative speech, derived interest, self-interest—these are only a few of an almost inexhaustible store of rhetorical and psychological devices that may be used to purposively develop the speech.

- f. *Fit the audience and the occasion:* Do not resolve to speak at least five minutes and not more than eight—or whatever else the rules may prescribe. Make the topic vital to the audience and the occasion. Speak in terms of the listeners' experiences and motivate by appealing to their desires. Be influenced by the situation, and with that as your guide master the situation. Lift and lead your hearers until they accept your purpose as their own.
- g. *The extemporaneous speech should grow naturally and spontaneously out of the associations the topic stimulates in the speaker:* In other words, the speaker should be so filled with the subject matter and the problems of the general topic that the mere mention of a specific sub-topic will stimulate a definite associational response. In a sense, the extemporaneous speech is like the crystalization of a super-saturated solution—the introduction of a slight outside stimulus brings together the already existing material into a unified form. The total life experience of the speaker should go into his speech.
- h. *The extemporaneous speech should carry its message with such telling vividness that it will be firmly and favorably fixed in the consciousness of the listeners:* It must reach its goal, accomplish its purpose, get the desired response. It should be as strikingly original as possible. Conclude forcefully.

THE ORATORICAL CONTEST ¹⁰

1. *When Speech Models are Used.* The first problem confronting the contestant is the choice of a speech. Two quite different theories are advanced. Advocates of the first insist that classic speeches, examples of the world's great oratory, should be selected. By using such speeches, they say, the student becomes acquainted with the best models for his original efforts. But most of these speeches are so long that only a very small part may be used. Moreover, most of them were delivered during some great national crisis and are not fair examples of the type of speech that most of us will be called upon to deliver.

Advocates of the other theory insist that only modern speeches should be used and that speeches written by college and university students for inter-collegiate oratorical contests are especially valuable. They point out the fact that these orations are but little removed in style and content from the life and experience of the high school boy or girl. The subjects discussed are modern and hence more easily understood by both speaker and audience. Moreover, the college oration is short enough so that relatively little cutting is required to make it suitable for the oratorical contest.

When the speech has been chosen, the student should study the history of the question about which he is to speak. It is not enough that he memorize and repeat the words of the speech. To speak effectively, he must have an understanding of the question discussed, and a desire to share his knowledge with those in the audience.

Memorization should be begun long enough before the contest so that the speaker will not have to devote any large share of his energies to recalling the memorized words. Psychologists have discovered that the most economical procedure with material of this length is to memorize the entire selection as a unit instead of bit by bit. Several times a day the student should go over his speech, thinking of the meaning of the words and noting the order in which the ideas are discussed. Difficult paragraphs of course may need special attention. Under no circumstances should the speaker allow himself to rehearse without thinking of the meaning of what he is saying. He should rehearse aloud whenever possible, and should always imagine that he is talking to an audience, sharing with it the ideas in his speech. Under no circumstances should he allow himself to go over and over his selection in a monotonous fashion. He should train himself to watch the reactions of his hearers; and if

¹⁰ By Henry L. Ewbank, Speech Department. University of Wisconsin.

they are not paying attention, he must adjust his delivery so as to regain their interest.

2. *When the Student Writes His Own Speech.* Here again the first problem is the choice of a subject. The student should be encouraged to talk about something that comes within the scope of his own experience. The boy who lives on a farm should be able to discuss some rural problem much more intelligently and feelingly than he can speak about the League of Nations. There is a whole host of problems connected with high school life on which high school students can speak with some authority. If these problems do not appeal, however, the speaker should feel free to discuss problems of state, or even national, importance.

After the subject has been chosen, the next step is to gather as much material as possible. While this process is going on, the topic sentence should be framed and a decision reached on exactly what reaction is desired from the audience. Then comes the building of an outline, and after that the writing of the first draft of the speech.

The writer should not be discouraged if the first draft fails to satisfy him. President Hoover, it is said, writes and rewrites his speeches several times. Most college orations are completely rewritten at least four or five times, in addition to the many minor changes that are made in wording and sentence structure. The thought and style of the oration should be the best of which the author is capable, and should serve as a standard for his other work. Here, as elsewhere, it is true that there is no excellence without great labor.

When the speech is written, the student will find that most of it is already memorized. After he has rehearsed the speech a number of times, he should deliver it before as many different audiences as possible, noting carefully the reaction of each group to his ideas. The men's luncheon club, the women's literary club, the missionary society, and the high school assembly, all provide possible audience before whom the speech may be delivered in preparation for the contest.

On the occasion of the contest, the student should forget as far as possible that he is competing for a prize. He should say to himself, "Here is something I believe to be true. In style and thought it is the best that I can offer, and I have here an opportunity to share my convictions with others." The speaker who remembers constantly that he is trying to get others to believe as he believes, and who notes the reactions of the audiences as he proceeds, will be learning the secret of effective speech, whether he wins a prize or not.

THE DECLAMATORY CONTEST ¹¹

"You have to live with yourself until you die, so why don't you do something about yourself!"

Just how does the declamatory contest function in helping one to "do something" about himself? There are schools in which the forensic contests provide the only speech training which the student receives, but even in these schools where it is part of the curriculum, the participant is helped individually in developing his personality and improving his voice and diction.

If such a program is to be of any lasting benefit, it should be under the direction of one who is well trained, and who will not sacrifice the student's welfare in trying to win some contest. Material should be chosen wisely in order that it will stimulate the greatest development, and the literature should be within the scope of the contestant's imagination and understanding.

One source of suitable material is the one-act play which should be cut so that the sequence of events is presented with as few interruptions as possible. The explanations should be condensed, unnecessary detail omitted, and relationship of the characters should be evident immediately.

The aim of the interpreter should be to share the author's thoughts so accurately that his audience will relive the experiences depicted by the writer. This requires a clear comprehension of the material, so that the reader is aware of the theme which he should keep in mind throughout his rendition of the selection. Before he can faithfully manifest the author's meaning, he must have a sympathetic understanding of the imagery and be sensitive to the mood, or he will never be able to arouse the emotions of the audience. Often a knowledge of the author's life or information about the historical period may give a more intimate realization of the meaning of the material.

The first practice periods are devoted to the study of the selection to determine the correct conception of the author's ideas. Much more time is required to train the student to be responsive to the varied thoughts and feelings. In order to establish sympathy, he must appeal to the eye and ear. Through training in pantomime, the contestant learns the significance of changes in posture, ease of movement and meaningful gestures. Through a study of voice and diction, he learns how to portray nuances of thought and feeling. He learns how to breathe correctly and that variety of voice may be shown by rate, pitch, volume and quality. He realizes that, if he is to be effective, he must

¹¹ By Lorna Seabury, coach of dramatics, Central High School, Sheboygan, Wis.

take time to share the imagery of his selection with his audience because connotation of words is a powerful means of arousing their emotions. He develops a resonant voice in order to project the meaning and allow the full function of the words to be realized.

Techniques, such as how to create a favorable impression with the audience, which he learns while he is mastering his declamation, are not of temporary value but are applicable to many life situations; however, these should never be obvious. Throughout the period of practice any form of imitation or exhibitionism should be discouraged as creative efforts are much more desirable.

A complete and thorough outline of the steps necessary for the application of the above suggestions may be found in Hirt's *A Handbook of Declamation* and Woolbert and Nelson's *The Art of Interpretative Speech*.

In addition to these materials on the various types of forensic contests the debate coach will find the following suggestions made by Joseph Baccus, C. A. Newell, Waldo E. Waltz and E. L. Prestwood to be of value. The *Quarterly Journal of Speech* carries in each one of its issues suggested devices that will expedite and give new impetus to the debate program. "The Device For Student Judging" is but one of many suggestions with respect to the operation of tournaments, the "Appraisal of Rebuttal" is illustrative of sound material on debate techniques, and the "Rules of the Game" is illustrative of the many attempts to bring to the attention of the student debater some of techniques he might well follow. The use of the extempore "Debate Tournament" is a suggestion for the early season debate program. The alert debate coach will follow some of the suggestions of other coaches found in each issue of the *Quarterly Journal of Speech*.

A DEVICE FOR STUDENT JUDGING OF DEBATES ¹²

BALLOT

Name of School _____

Name of Debater _____

Name of Debate Team _____

Round	Number of Team	Rank
1		
2		
3		
4		
5		
6		

(Each debater is to rank the six teams met in the order of effective debating, ranking the most effective 1 and down to 6. If you met less than 6 teams rank the number met. These judgments must be turned in immediately following the debate. Round 7 cannot be arranged until they are in).

MECHANICS

1. Six rounds of debating are held without any judges being used.
2. At the end of these six rounds, each team member ranks in order from 1 to 6 the teams he and his colleague have met, giving the best team rank 1, and the poorest rank 6.
3. The 8 teams having the lowest totals at the end of 6 rounds are put in the quarter-final round, the semi-finals, and the finals.
4. As many teams as wish may start the tournament.
5. A period of an hour or more without any debate should follow the first round.
6. The numbers of each team met should be entered on the ballot at the conclusion of each round.
7. The schedule of all rounds should be posted and placed in the hands of each debater.

¹² Joseph Baccus. "Debaters Judge Each Other." *Quarterly Journal of Speech*. February 1937. p. 74-80.

CONCLUSIONS

1. In trials of this plan in the Pacific area, the judging was conscientiously performed by the debaters.

2. The coaches who attended were practically unanimously in favor of the plan.

3. There was a tendency on the part of debaters to handle cases more accurately, for there was no advantage in attempting to misconstrue a case to an opponent who is also your judge. This type of debating eliminated sarcasm and established a more friendly contact between the debaters during the debate. In short, this method of debating accomplished all things ever claimed for non-decision debating, without non-decision debating's overwhelming disadvantage.

4. The final ranking of each team correlated to a marked degree with each individual rank given the team. Correlation .748."

THE RULES OF THE GAME ¹³

1. If the judge recognizes some evidence as falsified he should vote against the team using that evidence.

2. Falsification of evidence need not be pointed out by the opposing team.

3. A team need not have the original source in its possession.

4. A team should give the exact source of all evidence.

5. A team should be discredited for trying to adopt an unfair interpretation of the question.

6. The affirmative must carry the burden of proof. If the debate is exceedingly close, the closing rebuttal will give the affirmative leverage to win.

7. The negative can win by getting the affirmative on the defensive in the second constructive speech and first rebuttal speech other things being even.

8. The affirmative wins if there is no direct clash.

9. Each team must answer any question and give the details of a plan only if the opposition considers it important enough to explain logically why such answer or plan should be given.

10. A speaker is responsible for what his colleague says, and the team is to be penalized if it shifts ground.

11. A large amount of evidence and quotation is no substitute for reasoning. Good evidence, however, does give prestige to an argument.

12. If the negative introduces a counter plan, the decision should go to the team which most effectively upholds its burden of proof.

13. Except in the final rebuttal an argument is not to be considered fallacious unless shown to be by the opposing team.

14. If the last affirmative speaker misconstrues a negative argument or offers a fallacious refutation the judge should discount that argument or refutation.

15. The last affirmative rebuttal is the only place a judge can use his own judgment as to the validity of an argument.

16. An argument not mentioned by either team in the closing rebuttal speeches should be considered as out of the debate. Such argument should not affect the decision.

17. Each team or speaker must either answer or reply to the opposing main argument before the next speech of the opposition.

¹³ Clarence A. Newell. "Uniform Standards for Debate." *Quarterly Journal of Speech*. October 1936. p. 483-85. (A digest)

SOME PROBLEMS OF REBUTTAL ¹⁴

FUNCTION OF REBUTTAL

1. To refute the arguments of the opposition, which if left unchallenged would aid them materially in the establishment of their viewpoint.
2. To defend and re-establish one's own arguments, which have been effectively attacked by the opposition.
3. To emphasize and clarify one's own argument.
4. To open effectively the rebuttal stage of the debate.
5. To close effectively the case for each side.
6. To anticipate arguments of the opponents before they advance them.

SELECTION OF ARGUMENTS TO BE REBUTTED

1. It is impossible to refute all arguments within the time limit, there are possible unanswerable arguments on both sides, and it is unnecessary to refute all arguments because some are minor in character or relatively unimportant.
2. Careful attention to the opposing case, noting opponent's statement of issues, his subpoints and the repetition and emphasis given to arguments will give a pretty good basis for selecting logical arguments.
3. The more significant and vivid a point becomes the sooner it should be answered. Good psychology to re-echo the closing words.
4. For evidence use tests of accuracy, adequacy, recency, relevance, source; conflict here becomes useful as a means of rebutting.
5. For reasoning use the tests of causal relationship, sufficient and suitable instances; account of exceptions and so on are in order here.

REBUTTAL FAULTS

1. Mere assertion or denial.
2. Failure to submit evidence or reasoning in support.
3. Attempt to rebut by talking about something else.
4. Misquoting the point or misinterpreting the point.
5. Failure to answer important logical and psychological points.

¹⁴Waldo E. Waltz. "Some Problems of Rebuttal, An Appraisal." *Quarterly Journal of Speech*. June 1934. p. 378-83.

6. Mere reiteration of evidence used in constructive speeches instead of using fresh evidence on the point.

7. Merely declaring the existence of inconsistencies in opposing case.

8. Accusing the opposition of proving nothing and of using no evidence, when obviously it has done so.

9. Failure to make good adaptation of previously prepared material.

10. Failure to view the opposing case in its more important aspects.

11. The use of involved points.

12. The reading of points to a very great extent in place of speaking.

13. Failure to make clear the point to be rebutted; merely sending in material.

14. Failure to sense the ultimate issue of the debate.

15. Failure in teamwork.

16. Great use of trite terms.

17. Unethical practice as introducing new argument, unfairness in taking undue advantage of opponent's material or language.

18. Heavy ranting.

19. Mere petty contentiousness.

20. Addressing remarks to the judge instructing him on how to decide the contest.

EXTEMPORE DEBATE TOURNAMENT PROCEDURE ¹⁵

Each school participating sends in the names of as many debaters as it wishes to participate prepared to debate on each side of the question selected.

In one box are placed the names of all the students ready to debate the affirmative side; and in a second box the names of all students ready to debate the negative side.

Teams are composed of 4 speakers, 2 students to present constructive speeches and 2 to offer rebuttals—all of 5 minute duration—drawn by lot. The first 4 debaters whose names are drawn from the affirmative box, provided that no two are from the same school, become team 1, etc. The same procedure is followed to determine the negative combinations.

Teams are then assigned to rooms and given a half hour to prepare their attack and to decide upon their order of speaking. At the conclusion of this half hour of preparation the 8 speaker debate is held. A coach or other qualified judge is assigned to each room to act as time keeper, chairman, and judge.

The same procedure is followed for rounds 2 and 3.

After the announcement of the results to the entire group of speakers meeting in a general assembly, an open forum is held and the question is discussed in all its implications from the floor.

¹⁵ E. L. Prestwood. "Streamlining Extemporaneous Debate." *School Activities*. March 1940. p. 279.

3. THE INTRA-MURAL PROGRAM

The purpose of the intra-mural forensic program is two-fold: First, to give speech opportunities to large numbers of students, and second, to provide a feeding system for inter-school debates and forensic contests. The old time literary societies, which formerly provided speech opportunities for large numbers of students has in most schools passed out of existence. Literary societies have been replaced by an interchange of speakers between social science classes, by student congresses, by discussion, debate, and dramatic clubs, meeting during the activities period, and by an after-school contest program.

In setting up the intra-mural program the following principles should influence the organization of that program:

1. The intra-mural program should develop from the curriculum classes and return to enrich them.
2. The intra-mural program should give speaking opportunities to large numbers of students.
3. The intra-mural program should tap all the available human resources of the school.
4. The intra-mural program should be integrated with the curricular, club, and home room organization of the school.
5. The intra-mural program should contain sufficiently varied types of speech material to provide for the varied speech interests of the students.
6. The intra-mural program should provide a planned and balanced program for the entire school year.
7. The intra-mural program should begin with the simpler forms of speech and progress to the more complicated phases of debate.

An intra-mural program that uses the regular social science and English classes, that makes use of the regularly organized home room or class organization, that uses the activities period

set-up now present in most high schools, and that sets up an after-school program to select speakers for inter-school contests will provide ample speaking opportunities for large numbers of students.

The Classroom Program

A speech program can be organized thru use of the regular social science classes by providing for an inter-change of speakers between classes during regular class sessions. The use of three speakers from each class in an open forum symposium with a strange history class as a participating audience will provide real opportunities for many speakers. These symposiums can be set up using six subjects during six months of the school year. The use of such topics as, "What should be America's policy with respect to the war in Europe—isolation, non-belligerent neutrality, or active participation?" will provide real speaking opportunities and the discovery of new talent for the inter-school program.

The Home Room Program

A speech contest program can be set up for the freshman, sophomore, junior, and senior home rooms or class organizations. The use of the following suggested program will again result in large scale speaking opportunities, a new interest in speech, and the discovery of new talent for the inter-school program. The home room teacher or class advisor should be given the responsibility of selecting home room or class members to participate in each of the suggested contests with the forensic coach acting as critic in each of the contests.

FRESHMAN HOME ROOMS

ONE SPEAKER FOR EACH CONTEST

- | | |
|-------|--|
| Sept. | 5 minute speech on <i>My First Impressions of Central High.</i> |
| Oct. | 5 minute speech on <i>What I Expect to Gain from My High School Education.</i> |
| Nov. | 5 minute speech on <i>School Citizenship.</i> |
| Dec. | 5 minute speech on <i>What Democracy Means to Me.</i> |
| Jan. | 5 minute memorized selection of poetry. |

- Feb. 5 minute speech on *Washington* or *Lincoln*.
 Mar. 10 minute original oration on any great social, political, or economic problem.
 Apr. 10 minute declamation subject, see librarian.
 May 4 to 7 minute extempore speech—subjects will be listed in home room.
 June 5 minute selection memorized. *Lincoln's Gettysburg Address*.

SOPHOMORE HOME ROOMS

ONE SPEAKER FOR EACH CONTEST

- Sept. 5 minute speech on *School Citizenship*.
 Oct. 5 minute speech on *American Neutrality*.
 Nov. 5 minute speech on *Armistice Day*.
 Dec. 5 minute speech on *What Democracy Means to Me*.
 Jan. 5 minute speech on *Lincoln the Man*.
 Feb. 10 minute declamation.
 Mar. 10 minute original oration.
 Apr. 5 to 7 minute extempore speech—subjects will be listed.
 May 5 minute memorized selection of poetry.
 June 5 minute expressive reading of any book on travel.

JUNIOR HOME ROOMS

ONE SPEAKER FOR EACH CONTEST

- Sept. 5 minute speech on *Problems of American Youth*.
 Oct. 5 minute speech on *School Citizenship*.
 Nov. 10 minute speech on *Armistice Day*.
 Dec. 5 minute expressive reading from any novel.
 Jan. 7 minute memorized selection of poetry.
 Feb. 10 minute speech on *Lincoln* or *Washington*.
 Mar. 10 minute original oration.
 Apr. 7 minute extempore speech—subjects will be listed in home rooms.
 May 10 minute declamation.

SENIOR HOME ROOMS

ONE SPEAKER FOR EACH CONTEST

- Sept. 10 minute speech on *The Constitution*.
 Oct. 5 minute speech on *My Chosen Vocation*.
 Nov. 7 minute reading from Shakespeare.

- Dec. 5 minute speech on *What Democracy Means to Me*.
- Jan. 7 minute memorized selection of poetry.
- Feb. 10 minute declamation.
- Mar. 10 minute oration.
- Apr. 5 minute speech on some phase of the Constitution.
- May 5 to 7 minute extempore speech.

A second type of intra-mural home room program makes use of a series of speeches involving national holidays etc. as Constitution Day, Columbus Day, National Education Week, Armistice Day, Lincoln's Birthday, Flag Day, Arbor Day, Thanksgiving Day, etc

The Activities Period Program

The speech activities in the club period program can be organized into debate clubs, dramatic clubs, and student congresses.

The debate clubs will provide an opportunity for extempore speaking and for instruction in debate on simple subjects within the scope of the student's experience.

The dramatic clubs will provide an opportunity for instruction in the principles of effective declamation and for participation in short one-act plays.

The student congresses will provide an opportunity for extempore speaking, instruction and participation in parliamentary procedure, the construction of bills and resolutions, and for a vitalized study of social and economic problems. The organization of the student congresses follows the procedure set up by the National Forensic League. Four students are selected from each citizenship or history class to serve as aldermen, senators, or representatives. The social science teacher makes the selection on the basis of interest and speech ability. A copy of Student Congress Rules follows at the end of this section.

The After School Program

Class contests in debate, extempore speaking, and dramatic, humorous, and oratorical declamation should be used to select contestants for inter-school contests. They provide an opportunity for additional speech experience to many students, some forty of which will participate in the inter-school program, interest

having been stimulated through the classroom, club, and home room programs. Students are ready and anxious to participate in the inter-school program that develops naturally from a planned intra-mural program. Following is a suggested schedule of contests to select inter-school speakers:

INTRA-MURAL PROGRAM TO SELECT PARTICIPANTS
FOR INTER-SCHOOL PROGRAM

- | | |
|-----------|--|
| Nov.-Dec. | Intra-mural debates to select members of the freshman debate team. |
| Nov.-Dec. | Intra-mural debates to select members of the sophomore, junior and senior debate teams. |
| January | Contest to select a reader for the annual poetry reading contest. |
| March | <p>Intra-mural contests to select freshmen for contests in oratory, extempore speaking, humorous, dramatic and oratorical declamation.</p> <p>Intra-mural contest to select sophomores for contests in oratory, extempore speaking, humorous, dramatic and oratorical declamation.</p> <p>Intra-mural contests to select juniors and seniors for contests in oratory, extempore speaking, humorous, dramatic and oratorical declamation.</p> |
| April | Intra-mural contest to select senators and representatives for the National Forensic League Student Congress. |

The intra-mural program that is integrated with the curricular, club, and home room organization of the school will provide a planned and complete speech opportunity for a large number of students and at the same time set up a feeding system for the inter-school debate and forensic program. The alert coach will realize that a successful intra-mural program will mean in the end both a successful inter-school program and support by the administration of that program.

The success of this program depends upon the willingness of the whole school faculty to cooperate in the operation of this

program. That cooperation can be best obtained by sending all material on the operation of the program through the principal's office and by selling to the faculty the idea that the philosophy behind the intra-mural program is the creation of opportunities for boys and girls and not the personal success of the Forensic coach. It is upon the last suggestion that the entire intra-mural program will succeed or fail.

Student Congress Rules ¹⁶

TO GOVERN BICAMERAL CONGRESS

ORGANIZATION

1. At its opening session, each house shall elect from its membership a President or Speaker pro tem, who shall preside in the absence of the President, a Chief Clerk, and a Sergeant-at-Arms.

MEETINGS

2. The Student Congress shall hold its meetings during the activities period. Special meetings may be called after school.

3. *Procedure, Opening Session*

1. Call to order.
2. Roll call of members.
3. Election of President pro tem, Chief Clerk, and Sergeant-at-Arms.
4. Notification of other House of the fact of organization.
5. Appointment of standing committees and chairmen.
6. Presentation and consideration of resolutions.
7. First reading and reference of bills.
8. Announcements.
9. Adjournment.

4. *Regular Order of Business*

1. Call to order.
2. Reception of messages from the other House and disposition thereof.
3. First reading and reference of bills.
4. Reports of standing committees.
5. Special orders.
6. Consideration of the Calendar.
7. Announcements.
8. Adjournment.

¹⁶ From Chapter Manual of National Forensic League.

INTRODUCTION OF BILLS

5. Bills may be introduced only under the head of "First reading and reference of bills." No bills or joint resolutions may be introduced after the first month of the session.

6. *Senate Only.* A Senator desiring to introduce a bill shall rise and be recognized, and present his bill by title. Two typewritten copies of the bill shall be sent immediately to the Chief Clerk.

7. *House Only.* Bills may be introduced informally by laying two typewritten copies of each proposed bill on the desk of the Clerk of the House at any time prior to or during the head, "First reading and reference of House bills."

8. *House Only.* At each session of the house the Clerk shall under the head of "First reading and reference of House bills," read, by title and author only, the bills which have been placed on his table during that session, whereupon, the chair shall refer the bill to an appropriate committee.

9. Prior to the adjournment of each day's session, the Clerk shall deliver to the chairmen of each standing committee a correctly numbered copy of each bill referred to that committee during the day's session.

10. Bills providing for the raising of revenues shall originate only in the House of Representatives or Assembly.

11. Resolutions not relating to legislation shall be considered as privileged, and may be introduced at any time when no other motion is being considered, provided that the member introducing the resolution shall first secure the unanimous consent of the house. Such resolutions shall be considered immediately, without reference to committee.

STANDING COMMITTEES

12. The following standing committees shall be appointed by the President of the Senate and Speaker of the House at the opening session.

- Committee on Appropriations
- Committee on Agriculture
- Committee on Foreign Affairs
- Committee on the Judiciary
- Committee on Military and Naval Affairs
- Committee on Social Welfare
- Committee on Ways and Means
- Committee on State and Local Government
- Committee on School Affairs

13. Chairmen of standing committees shall be appointed by presiding officer at the opening session, but at the last meeting of the committee

each month such committee shall elect a chairman for the succeeding month, but may re-elect a previous chairman.

14. Committees shall consider all bills referred to them, and shall report them back to their respective houses at whatever time is desired by the majority of the members of the committee.

15. Any committee may, if it desires, hold open hearings on any bill referred to it. The deliberations of committees on bill, however, shall be in secret session.

16. No committee shall sit during the sitting of its house, without special leave from the chair.

17. Each bill reported by a committee to its house shall be in the same form as that in which it was received by the committee. Attached to each bill reported shall be a copy of the committee's report. The report shall include (a) the exact statement of any amendment or amendments recommended by the committee, and (b) the recommendation of the committee as to the disposition of the bill by the house.

Form of Report: "The Committee on the Judiciary, to whom was referred House Bill 31, to authorize the President of the United States to enter into a disarmament treaty with foreign nations, having considered the same, report it to the House with the following amendments (or without amendment), with the recommendation that the bill do pass (or do not pass.)"

18. Immediately following the meeting of each committee, the chairman of the committee shall deliver to the clerk of the House of which the committee is a part, a complete copy of all bills considered and accompanying committee reports.

19. All bills reported back by the standing committee prior to the last session of the Congress shall be mimeographed under the supervision of the Clerk of the House to which the report is made, and a copy provided for each member of the House at the time the bill is considered.

CONSIDERATION OF BILLS

20. All bills reported by the committees to the Houses shall be placed on the regular House Calendar in the order in which the reports are received by the Clerk of the House.

21. Unless a bill is made a special order, it shall be called up for consideration by the two houses in its regular order on the individual calendars.

22. As each bill is called up for consideration, it shall be read by the Clerks by number and title, after which it shall be open for consideration.

23. If amendments to the bill have been recommended by the standing committee reporting it, the committee amendments shall be considered first, in the order in which they are listed in the committee report.

24. After all committee amendments have been disposed of, the bill as a whole shall be open to further discussion or amendment from the floor.

DEBATE ON BILLS AND RESOLUTIONS

25. Any speaker who has the floor may be interrupted by another member rising to a point of privilege. The chair shall ask the speaker whether he yields his time. If he refuses to yield, the interrupting member must remain silent. If the speaker yields, the interrupting member may ask questions or offer comments briefly; following which, the floor shall again be held by the original speaker.

26. No member may speak more than once on any bill or resolution, provided that the member who introduced the bill and the representative of the committee which reported it, may each be recognized a second time. If an amendment is introduced, each member is entitled to be recognized once for discussion of the amendment.

VOTES ON BILLS AND RESOLUTIONS

27. Decision on all bills and resolutions, and on all amendments to bills or resolutions, shall be by viva-voce or standing vote; and a vote by ayes and nays may be taken on any bill or resolution, if demanded by one-fifth of the members.

28. A division of the house may be demanded by any single member on any question on which a viva-voce vote is taken. The call must be made immediately after the vote is taken and before another question is stated by the chair.

29. When a vote by ayes and nays is ordered, the clerk shall call the names of members in alphabetical order, and each member shall respond, "Aye," "Nay," or "Present." Any member may change his vote prior to the announcement of the result by the chair.

RELATIONS BETWEEN THE TWO HOUSES

30. Every bill introduced in and passed by one house shall, immediately after passage, be sent by messenger in duplicate, to the Clerk of the other house, with the notation that concurrence of the other house is desired.

31. If the bill is passed in the second house with amendments, it shall be sent by messenger to the Clerk of the first house, with the notation that amendments have been added and that the first house is requested to concur in the amendments. Amendments added shall be underscored; sections stricken out shall be placed in parentheses.

32. After the bill has been received in the first house, a motion to proceed immediately to its consideration shall be in order as soon as the immediately pending business is disposed of. If carried, the chair shall present the bill and its amendments to the house.

33. If the house refuses to accept any amendment, a motion shall be in order to request a conference between managers, and the second house shall be notified that a conference is requested.

COMMITTEES ON CONFERENCE

34. The committee on conference shall meet and attempt to work out a compromise, amending the bill as passed, in a way satisfactory to both groups. A majority of the managers of each house must agree on the final form of the bill as amended. If the committee cannot agree, report of its inability to agree is made to both houses, and each house may, if it desires, authorize the chair to appoint new managers.

35. If the committee on conference agrees on an amended bill, it shall immediately report to both houses the form of bill agreed upon; and as soon as the immediately pending business has been disposed of in each house, a motion shall be in order to adopt the conference report.

36. Reports from one house to another and reports of committees of conference, shall be considered as privileged, and may be received in either house at any time but may not interrupt a speaker.

37. Questions of procedure not covered by these rules shall be ruled according to Robert's *Rules of Order Revised*.

A BILL

In the House of Representatives
By Mr. Grabake of Independence

To provide for a Federal System of Education.

1. Be it enacted by the Senate and House of Representatives of the
2. Student Congress
3. That the President of the United States shall appoint to his
4. Cabinet a Secretary of Education whose duties it shall be to
5. organize and direct a federal board of education.

Measures which pertain to the operation of the student congress itself, which recommend or request another governmental agency to take certain action, are framed as "resolutions," if passage by one house only is sought, or as "joint resolutions" if to be passed by both houses.

JOINT RESOLUTION

In the Senate of the Student Congress
By Mr. Carroll of Charleroi

Proposing an amendment to the Constitution of the United States

1. Resolved by the Senate and House of Representatives of
2. the Student Congress assembled (two-thirds of each house
3. concurring therein), that the following article is hereby
4. proposed as an amendment to the Constitution of the United
5. States which shall be valid to all intents and purposes as a part of the constitution.

4. THE INTER-SCHOOL PROGRAM

Just as the intra-mural program is the feeding system for the inter-school program, so the inter-school program is the vital incentive for participation in that intra-mural program.

Most authorities in the field of forensics are agreed that inter-school contests are a stimulus to learning, a whetstone for talent, and a spur to activity; that there is no better way to encourage an interest in forensics, to set high standards, to recognize outstanding talent, and to provide for wide participation than by the road of the inter-school contests.

In a survey made a few years ago it was indicated that 40 out of 48 states had high school debate leagues with a membership of 11,392 schools, 79,543 debates, 99,978 debaters, and audiences in excess of 4,000,000. An equally large or larger number of states have organized leagues for oratory, reading, and extemporaneous speaking contests.

The inter-school program in most states consists of an opportunity for participation in leagues sponsored by a state organization usually associated with the National University Extension Association, in District Tournaments sponsored by the National Forensic League, and in a National Tournament open to the winners of both the state forensic associations and the National Forensic League. An alert forensic director will take advantage of the opportunities offered by each of these sponsoring organizations.

For the past fifteen years the National University Extension Association and affiliated state leagues have been the major motivating force behind an organized forensic program for secondary schools. The annual selection of a nation-wide debate question, the sponsorship of many state forensic leagues, the publication of the annual debate handbook, the constant unselfish assistance in the collection of debate materials has been and will continue to be of vital importance to the continuation of a successful high school debate program.

Membership and information concerning the activities of the state forensic associations can be obtained by writing either the secretary of the forensic association in each state or Mr. Bower Aly, Columbia, Missouri, Editor of the debate handbook published by the National University Extension Association.

In the last ten years, two other factors have materially influenced the nature and extent of the forensic program. These factors, which supplement the work of the National University Extension Association and affiliated state leagues are, membership in the National Forensic League, and participation in the National Speech Tournament.

The National Forensic League

The National Forensic League is an honor society for high school debaters and orators, founded in 1926 to stimulate interest in inter-scholastic speech activity. By steady, but conservative growth, the original 24 chapters in 15 states expanded to 500 chapters in 40 states in May, 1936. Membership is limited to this number, but charter applications will be received by Bruno E. Jacob, National secretary, Ripon, Wisconsin, to replace chapters doing mediocre work. The League is supported, directed, and controlled in every particular by its own member schools and their elected representatives. It is a completely self-sustaining and self-governing high school organization. The main purposes of the National Forensic League are:

1. To encourage more students to participate in the speech contests provided by their state and local associations.
2. To provide additional contest opportunities for those of its member schools deserving them.
3. To stimulate interest in debate and forensics by offering definite and suitable recognition for successful participation in these activities.
4. To provide the stimulation of inter-state and national competition.

The member schools of the National Forensic League have indicated as follows the advantages to be gained from membership: Stimulates interest in debate and forensics, provides incentives and goals through a system of awards for meritorious work, offers more opportunity to compete with other schools, unifies and organizes debate and forensic work by means of an organized schedule of competition, gives debate and forensic activity a greater prestige and dignity, provides help and materials to carry out the forensic program, brings about more sustained effort on the part of students to do good work, creates a better understanding of other schools and their work—widens the range of inter-school competition, provides for fellowship between the members of the other chapters, results in favorable publicity necessary for the acquisition and maintenance of public support, motivates class work in speech, provides an incentive through a feeling of pride in belonging to a national organization, creates national standards in speech activity, and creates group unity through chapter organization of students interested in speech.

The National Speech Tournament

Stimulation of interest in speech activity has been carried forward strikingly through the median of the National Speech Tournament. Although it is a contest for those who enter, it is also a motivating device for those who do not. For each student who does reach the National Tournament a thousand and more have tried to qualify and in doing so have gained effectiveness in platform speaking. Entry is primarily restricted to winners of first or second in state contests, and winners of first in National Forensic League District tournaments. National tournaments have been held since 1930 in Ripon, Wisconsin; Sioux City, Iowa; Wooster, Ohio; Oklahoma City, Okla.; Topeka, Kansas; Kent, Ohio; Jacksonville, Illinois; Wooster, Ohio; Beverly Hills, California; and Terre Haute, Indiana. The value of the National Tournament lies in its creation of an educational experience which makes it possible for students to meet socially and intellectually the nation's finest high school

speakers from coast to coast, which leads to the increasing of interest in high school speech activity, and which leads to the raising of local and sectional speech standards. Each year Mr. Bruno E. Jacob, the director of the tournament, receives reports of courses instituted, of contest leagues formed, and of speech instructors engaged, because of the opportunity of comparison of the work of one school with speech work of other localities and the desire of communities to measure up to the speech progress and speech standards established by other sections of the country.

About 55 per cent of the schools eligible to take part in the National Tournament are given permission to attend by the school authorities, and approximately 50 per cent of the schools sending contestants to the National Tournament pay for the expenses of the student contestants.

The forensic director and school administration ought to take a realistic attitude toward these organizations. That attitude should be based upon the following observations with respect to membership in the National Forensic League and participation in the National Tournament:

1. Membership in the N.F.L. is a powerful incentive for large scale participation and high speech standards.
2. The expense of National Tournament participation in some cases prohibits annual participation even if eligible. Such participation ought, however, to be an available goal for every high school at least once in every high school generation.
3. Expenses involved in membership and National Tournament participation ought to be met by the school and raised by methods that are educationally sound, not by Tag days, candy sales, or rummage sales.

The 1940 Inter-School Program

Several observations are pertinent with respect to the inter-scholastic program of 1940 as compared with the program of 1930. The inter-school program now takes the form of tourna-

ments in place of single debates. The inter-school program is now generally conducted on Saturdays in place of regular school time and evenings. The inter-school program now involves an average of from 59 to 70 debates per school in place of the 3 or 4 of a decade ago. The inter-school program now gives an opportunity for participation in inter-school debates to an average of 16 students per school as contrasted with the 4 or 6 of a decade ago. Preparation for the inter-school program is now generally carried on in the classroom during regular school time in place of after school time. Preparation for the inter-school program involves participation in a planned program of tournaments, clinics, and speech institutes which provide for self-growth and self-criticism through the use of criticism analysis sheets. The program of 1940 provides for the creation of national standards and the stimulus of sectional competition through the medium of the National Forensic League and the National Speech Tournament.

The Informal Forensic Program

The informal forensic program has more than any other single development, spread the advantages of forensic training to larger numbers of students. The forensic director should take advantage of participation by large numbers of students in these low cost, rapidly expanding forensic opportunities. If a well-developed informal program does not exist, it is the responsibility of each forensic director to foster and encourage the growth of one.

The purpose of the informal debate program is the organization of adequate opportunities for large scale participation in debate clinics, speech institutes, and practice debate and forensic tournaments. The objection that debate and other forensic events train the few, is answered by this program which makes it possible for larger numbers to participate. The objection that debate is a teacher activity is answered by this program which makes it possible for students to use original material and ideas without the pressure of an immediate critical home town adult audience.

The Debate Clinic

Debate clinics as organized by Dr. William Lamers of the Marquette University Speech Department offer a splendid opportunity for debate contacts with other schools plus a detailed and expert criticism by members of the Marquette faculty and senior debaters, at little expense, leaving the coach free to observe the efforts of many of his debaters and of obtaining stimulation from contact with other coaches. The Marquette Debate Clinic is organized and operates as follows:

1. The sponsoring institution sends out invitations to the participating schools during the first week in November.
2. The sponsoring institution draws up a schedule and assigns members of its faculty and senior debate squad to criticize each debate.
3. Three rounds of debate are held for both first and second teams on the first Saturday in December. No decisions are given, but a detailed analysis of the debates is made by expert critics assigned by Dr. Lamers. Criticism sheets are filled out for each debater to be used for remedial work during the following weeks' debate class.

Speech Institutes

Speech institutes as organized by Almere L. Scott of the Extension Division of the University of Wisconsin have come to be a vital part of the informal debate program in the State of Wisconsin. These two-day speech institutes, held in four sections of the state during November and December offer the following:

1. An opportunity for contact with hundreds of other debaters and speakers from surrounding high schools.
2. Inspiring instruction in debate analysis, debate techniques, and principles of effective speaking and reading by members of the University faculty.
3. An opportunity to participate in several rounds of debate and in a round of extempore speaking, oratory, or declamation.

4. An opportunity to hear a college debate on the high school question presented by members of the University debate squad.
5. An opportunity to hear an expert judge criticism of the debate and an opportunity to participate in an open forum discussion after that criticism.

Practice Tournaments

A series of practice tournaments should be set up by the forensic director working in cooperation with the forensic directors of neighboring schools. Debate tournaments should be set up for the months of November, December and January, and tournaments for the other forensic events in March and April.

Through the organization of these practice tournaments larger numbers of students can be given the training incidental to actual forensic participation.

The extent of such participation is indicated by the following examples of practice tournaments held at Sheboygan Central High School. On January 6, 1940, 104 debaters from 16 high schools took part in a four-round debate tournament. Two hundred and eight debates were judged and criticized and sixty local debaters took part. On March 30, 1940, over two hundred and seventy speakers from 18 high schools took part in four rounds of forensic competition. Over one thousand speeches were judged and rated by coaches from participating schools. Eighty speakers from two local high schools took part in the tournament.

In speaking of these tournaments Principal A. O. Iverson said, "It was very interesting to note the business-like way in which these students from the various schools around the state went about their business. They seem to represent the cream of the student bodies. They were alert, energetic, and business-like. We feel that the tournament was an enterprise decidedly worthwhile and that the work accomplished was of a very desirable nature. Sheboygan Central is proud and happy to have been the host of such a fine lot of young debaters and speakers from the sixteen participating schools."

The Formal Inter-School Program

The formal forensic and debate program, coming after an extensive informal program, offers a median of comparison between the work of a school and the forensic efforts of other schools in the same and surrounding states, and at the same time provides the incentive that motivates the entire intra-mural and informal inter-school program.

The formal inter-school program ought to include if possible:

1. Participation in a formal, judged tournament in debate sponsored by a private school. The annual Tri-state Debate Tournament sponsored by Wheaton College for example brings together teams from Indiana, Illinois and Wisconsin.
2. Participation in a formal judged tournament in oratory, extempore speaking and declamation sponsored by some private agency.
3. Participation in the formal judged tournaments sponsored by the state forensic association in both debate and other forensic events.
4. Participation in the District tournaments sponsored by the National Forensic League.
5. Participation in a two day Student Congress sponsored by the National Forensic League in each district.
6. Participation in an organized league for Freshmen and Sophomores in debate and the other forensic events.
7. Occasional participation in the National Speech Tournament as a stimulus to reaching high speech standards and as a means of comparison with speech standards in other states.

*The Organization of Debate and Forensic
Tournaments*

The organization of debate and forensic tournaments has become a necessary part of the work of every forensic coach, since they do offer speech opportunities for increasingly large numbers of local speakers. Following is an example of the or-

ganization of a practice debate tournament, and a practice forensic tournament. The formal rules as set up by the National Forensic League can be used for the organization of a formal tournament.

INVITATIONAL DEBATE TOURNAMENT

CENTRAL HIGH SCHOOL

SATURDAY JANUARY 6, 1940

I. INVITATION

On the enclosed card please indicate the number of experienced, non-experienced, and freshmen-sophomore debate teams you are bringing to our sixth annual tournament. A team consists of 2 affirmative and 2 negative speakers. You must bring a qualified judge for each team entered. Include their names in your reply. Lunch will be served in the high school cafeteria. How many reservations do you want to make? The tournament will consist of 4 rounds of debate beginning at 9:00.

II. INSTRUCTIONS

1. Debate rounds will be held at 9:30, 10:45, 1:15, and 3:00.
2. All schools are asked to report at the information desk opposite the main entrance not later than 9:00.
3. All coaches will be given copies of the schedule, criticism sheets and judging assignments to pass out to students and judges in the home room assigned to each school. All debaters are to remain in their home room until a bell rings at 9:25 signifying the beginning of the tournament. You may leave your coats and other belongings in this home room as your first affirmative team will hold all of its debates in this room.
4. All debaters and judges are asked to report to the rooms assigned to them on time. This is your responsibility.
5. All ballots and criticism sheets are to be delivered to room 215 after each round by the judge in person.
6. In case a team or judge does not report to a contest room on time notify the manager of the tournament in room 215. Remain in the room until a team or judge appears.
7. Judges are asked to fill in the criticism sheets for each debate in duplicate.

8. All debaters and coaches are asked to assemble in room 210 for final tournament announcements at the conclusion of round four.

9. A folder containing criticism sheets for all debates in which his speakers participated will be ready for each coach at 4:00 in room 210.

10. Lunch will be served in the high school cafeteria from 12:15 to 1:15. The cost will be 25 cents per person. Coaches can purchase lunch tickets in room 215 from 9:00 to 9:30.

11. Please refrain from writing on the blackboards or disturbing the contents of the rooms. We want to hold another tournament next year.

III. SCHEDULE

Debate Schedule

Experienced Teams

R	A	N Rd1	J	N Rd2	J	N Rd3	J	N Rd4	J
110	1	2	3	4	7	9	11	13	14
111	2	3	4	5	8	10	12	14	15
112	3	4	5	6	9	11	13	15	16
113	4	5	6	7	10	12	14	16	1
114	5	6	7	8	11	13	15	1	2
115	6	7	8	9	12	14	16	2	3
116	7	8	9	10	13	15	1	3	4
117	8	9	10	11	14	16	2	4	5
118	9	10	11	12	15	1	3	5	6
119	10	11	12	13	16	2	4	6	7
120	11	12	13	14	1	3	5	7	8
201	12	13	14	15	2	4	6	8	9
202	13	14	15	16	3	5	7	9	10
203	14	15	16	1	4	6	8	10	11
204	15	16	1	2	5	7	9	11	12
205	16	1	2	3	6	8	10	12	13

Key: A—Affirmative. N—Negative. Rd—Round.
J—Judge. R—Room.

INVITATIONAL FORENSIC TOURNAMENT
CENTRAL HIGH SCHOOL
MARCH 30, 1940

I. INVITATION

Central High School is again sponsoring a Forensic Tournament on March 20, at 9:00. Please return to Mr. A. E. Melzer by March 23, the names of the speakers you wish to enter in each of the following contests. You may enter from 1 to 3 people in each of the contests:

1. Freshman-Sophomore Extempore Speaking
2. Freshman-Sophomore Original Oratory
3. Freshman-Sophomore Dramatic Declamation
4. Freshman-Sophomore Humorous Declamation
5. Freshman-Sophomore Oratorical Declamation
6. Junior-Senior Extempore Speaking
7. Junior-Senior Original Oratory
8. Junior-Senior Dramatic Declamation
9. Junior-Senior Humorous Declamation
10. Junior-Senior Oratorical Declamation

You must bring 1 judge for every 5 people entered. Please list the names of the judges you are bringing for each of the following; oratory, extempore speaking, declamation. Lunch will be served in the high school cafeteria. How many reservations do you wish to make for lunch?

II. INSTRUCTIONS

TIME OF CONTESTS

Oratory and Declamation	Round 1	9:30
Extempore Speaking	Round 1	10:15
Oratory and Declamation	Round 2	11:00
Extempore Speaking	Round 2	11:30
Oratory and Declamation	Round 3	1:30
Extempore Speaking	Round 3	1:45
All Contests	Finals	3:00

ROOMS

Jr.-Sr. Contests	Room Numbers
Oratory	201, 202, 203, 204, 205
Oratorical Declamation	206, 207, 208, 209, 210
Extempore Speaking	214, 216, 213, 212, 216
Humorous Declamation	338, 339, 340, 341, 342
Dramatic Declamation	330, 331, 332, 333, 334

Fresh.-Soph. Contests

Oratory	106, 107, 108, 109, 110
Oratorical Declamation	111, 112, 113, 114, 115
Extempore Speaking	311, 312, 322, 323, 324
Dramatic Declamation	320, 321, 322, 323, 324
Humorous Declamation	324 a, 324 b, 324 c, 325, 326

JUDGES

On the official ballot and criticism sheet which will be brought to your room by messenger please enter the names of contestants and the schools from which they come. Fill out a criticism sheet for each contestant. Bring the official ballot and criticism sheets in person to room 215 at the end of each round.

EXTEMPORE SPEAKERS

When you arrive your coach will give you 4 cards on which are typewritten 4 subjects. You are to speak on these, in whatever order you wish, in the 3 preliminary rounds. You are to report to contest rooms at the beginning of each round. You may leave the contest room at the conclusion of your speech. When entering the contest room give to the judge one of the cards listing the subject upon which you are to speak. You may use the library as a place for preparation. A librarian will be there to serve you. In the final round you are to announce to the chairman the 3 subjects on which you have spoken. He will assign one of them to you for your final speech.

DINNER

The high school cafeteria will be open from 12:15 to 1:30. Drink, meat, potatoes, salad, vegetables—5c an item.

FINALS

At the end of round 3 all contestants will report immediately to the auditorium. Please stay in the room in which your 3rd round contest is held until a bell calls you to the auditorium. You will be notified there if you are to participate in the final round. If you are not a participant, you are requested to become part of the audience for the final contest in which you were a preliminary participant. The final contests will be held in the following rooms:

Jr. Sr. Oratory	210
Jr. Sr. Oratorical Declamation	312
Jr. Sr. Extempore Speaking	300
Jr. Sr. Humorous Declamation	302
Jr. Sr. Dramatic Declamation	319
Fresh-Soph. Oratory	214
Fresh-Soph. Oratorical Declamation	213
Fresh-Soph. Extempore Speaking	107
Fresh-Soph. Humorous Declamation	110
Fresh-Soph. Dramatic Declamation	111

COACHES

At the conclusion of the final round you will receive in room 210 a criticism sheet for each one of your speakers for each of the rounds in which they participated.

III. SCHEDULES

SR. JR. ORATORY

ROUND 1

9:30

Section 1 Room 201

Judge: Mr. Harold De
Gracie

1. Ralph Howland
2. Jackson Skidmore
3. John Stephenson
4. Virginia Zuern
5. James Eggleston
6. Bill Burkhardt

Section 2 Room 202

Judge: Mr. Ray Laufenberg

1. Mary Jane Reichert
2. Anne Snyder
3. Lydia Clark
4. Warren Gartmen
5. Bruce Bertram
6. Francis Fellenz

III. SCHEDULES—SR. JR. ORATORY—ROUND I—*Continued*

Section 3 Room 203

Judge: Mr. Holt

1. Carl Sachse
2. Roland Keil
3. George Benzel
4. Therese Pick
5. Rayola Junkins
6. Donald Hoag

Section 4 Room 204

Judge: Mr. Schmidt

1. Gert Liebl
2. Irene Heschke
3. Fred Lubenow
4. Joyce Scanlon
5. Florence Schmidt
6. Perry Flaherty
7. Philip Revolinsky

Section 5 Room 205

Judge: James McGill

1. Barbara Solverson
2. Carol Maas
3. Ernest Klessig
4. Marie Stucke
5. Bill Rosen
6. Mary Ann Sager

Section 6 Room 207

Judge: Mr. DeWaard

1. Howard Stock
2. Erwin Leise
3. Jack Wenger
4. Robert Salter
5. Waupun No. 1
6. Thomas Naposenski

Section 7 Room 208

Judge: Mr. Henry Jones

1. Waupun No. 2
2. Ralph Lange
3. Robert Schinderle
4. Toby Zion
5. Jack Baum
6. Leo Moliner

Section 8 Room 209

Judge: E. W. Luther

1. Fred Swatik
2. Don Hesse
3. Betty Braasch
4. Charles Phillips
5. Robert Larson
6. Pearl Felten

FORMAL TOURNAMENT RULES

1940 Rules

The following rules have been established by the Executive Council for all N.F.L. District Tournaments. A District Chairman may request specific changes to meet local situations and if approved by the National President or National Secretary, the changes become effective in that District as soon as the Chairman advises the chapters concerned thereof.

General

1. *Eligibility:* Any bona fide undergraduate student carrying 15 recitation periods of work per week in a school maintaining in good standing a chapter of the National Forensic League shall be eligible to participate in this tournament.

Participants shall hold N.F.L. membership at the time of registration or shall have filed at the national office their application for membership, membership fee, and contest reports establishing ten credit points.

2. *Entry:* Each Chapter shall be permitted two entries in each event; one in debate.

3. *Registration:* Registration shall be filed with the District Chairman seven (7) days before opening of the tournament, giving name of each contestant and event entered. Late registration shall incur an added fee of \$1 for each contestant or \$5 for an entire chapter entry, paid into the district treasury. Failure to have applied and paid for membership shall constitute late registration.

4. *Fees:* A suitable registration fee determined by the Tournament Committee shall be paid at the time of registration for each student in each event entered. (Fifty cents minimum is recommended to provide funds for procurement of judges.)

5. *Forfeits:* Contestants shall appear at the time their contests are scheduled or forfeit such contests.

6. *Conflict:* A student may participate in two contests. If they are scheduled at the same hour he shall go to that contest in which he is to speak the earlier, and after completing his part there, proceed immediately to the second contest. If the turn assigned to him has been passed, he shall be the next speaker.

7. *Judges:* Preliminary debates shall be judged by single critic judges; final debates and other contests by three judges unless otherwise agreed to by the participants or their coaches. If there have been more than three preliminary rounds in the individual events, then the final contest shall be judged by five judges.

8. *Protests:* Judges assigned by the Tournament committee shall be final unless protested before the contest. If protested, the tournament committee shall hear the protest and its decision shall be final.

9. *Timekeepers:* Timekeepers shall be provided for all contests and each contestant may receive such notice of the passing of the time as he may elect.

10. *Disputes*: The District Chairman and two associates designated by him as the Tournament Committee shall have full power to adjudicate any disputes or interpretations of the rules.

11. *Trophy*: Each Chapter shall receive one point toward the tournament trophy every time one of its contestants or debate teams participates in a round of the tournament.

12. *Press Reporter*: No Chapter shall refer to this tournament as a state tournament, state contest, state champion, state winner, or use similar terms unless there is no other statewide contest association in that event in the state. The tournament should be designated as "N.F.L. District Tournament for N.F.L. chapters, District Tournament of the National Forensic League, or e. g. Wisconsin N.F.L. Tournament." The Executive Council reserves the right to revoke any honors or eligibility gained in the tournament by any chapter falsely publicizing its achievement.

13. *National Eligibility*: Winners of first and second places in each contest in which 12 or more chapters have participated shall be eligible to enter the national tournament. If less than 12 chapters participated, winner of first place only shall be so eligible.

In declamation, first place only qualifies irrespective of tournament size.

14. *Ineligibility*: A student already eligible to participate in a specific event in the national tournament shall be ineligible to participate in that event in the district tournament.

Debate

1. *Question*: The question for debate shall be: "Resolved: That the power of Federal Government should be increased."

2. *Teams*: Each Chapter shall uphold both sides of the question with two speakers for the affirmative and two other speakers for the negative.

After the third double round (sixth debate) the surviving schools may use two speakers debating both sides.

3. *Time*: Each speaker shall have 10 minutes for constructive argument and 5 minutes for rebuttal. Rebuttals shall begin immediately following the constructive speeches, negative opening.

4. *Pairing*: Schools shall be numbered in the order in which they register. In the first round the affirmative of school 1 shall meet the negative of school 2; the affirmative of school 2, the negative of school 3,

and so on. In the next round the affirmative of school 1, shall meet the negative of school 3; the affirmative of school 2, the negative of school 4 and so on.

In the succeeding rounds the tournament committee shall draw lots for pairing and sides, avoiding if possible the meeting of schools which have met previously in the tournament. If unavoidable, they shall reverse sides upheld in the previous debate.

The first three rounds shall be double debates for each school; succeeding rounds shall be single debates and each school alternately uphold affirmative and negative whenever pairing can be completed that way. If not, teams shall draw a bye, but no team may draw a bye twice.

5. *Elimination*: A school shall be eliminated when it has lost three of the 6 preliminary debates or 1 debate after the three preliminary rounds.

Original Oratory

1. *Original*: This contest shall comprise only orations actually written by the contestants delivering them.

2. *Subjects*: Any appropriate subject may be used.

3. *Length*: Orations shall require not more than ten (10) minutes for delivery. Timekeepers shall stand and remain standing at the expiration of the time limit for judges to note the overtime, but that shall not disqualify the contestant.

4. *Quotations*: Not more than 150 words of the oration may be direct quotation from any other speech or writing and such quotations shall be indicated in a copy of the oration filed with the chairman at the time of registration.

5. *Grouping*: The orators shall compete in such groups that not less than four nor more than eight shall be in any one group.

6. *Places*: The tournament committee shall by lot determine the order in which the contestants are to speak.

7. *Rank*: The judges shall rank the orators 1, 2, 3, etc., in the order of excellence. In preliminary rounds all ranks of each orator shall be totaled and places awarded according to the sequence of lowest totals. In the event of a tie, all contestants so tied shall be given the preferred rank. (If two tie for first place, the next highest rank is third.)

To the ranks given by the judges in the final contest there shall be added the place received by the contestants in each of the preceding rounds and the orator having the lowest total shall be given first place.

In the event of a tie, the ranks of the orators so tied shall be considered, and the one having the preferred ranking from a majority of the final judges shall be given the place.

First place having been determined, the ranks of the remaining contestants shall be renumbered and second place determined in the same manner. Thereafter the sequence of low totals shall determine the remaining places.

8. *Elimination*: An orator having been twice ranked fourth or lower shall be eliminated. Such elimination shall continue until there remain seven or fewer contestants for the final contest.

Extemporaneous Speaking

1. *Subjects*: The District Chairman shall obtain from a director of a college or university department of speech a list of 30 topics phrased for contest purpose and based on subjects discussed in standard periodicals during the current school year. The contents of the list shall not be disclosed except as contestants draw their topics therefrom.

2. *Drawing*: One hour before the contest is to begin, the first speaker shall draw three subjects, choose one and return the other two. The remaining contestants shall draw in like manner, in the order of speaking at intervals of 7 minutes. The entire list of subjects shall be used for the drawing in each group. A contestant drawing a topic on which he had previously spoken in the tournament shall return it and draw again.

3. *Preparation*: As soon as he has chosen a topic the contestant shall withdraw and prepare his speech without consultation and without reference to prepared notes. Reference to books and magazines shall be permitted.

4. *Notes*: No speaker shall take to the platform more than 50 words of notes and the chairman shall be responsible for the enforcement of this rule.

5. *Time*: Contestants shall speak not less than 5 minutes nor more than 7 minutes. Timekeepers shall stand and remain standing to denote the expiration of time and at the close of the contest shall inform the judges of the names of contestants failing to speak the minimum 5 minutes. Failure to observe time limits shall incur no penalty except that expressed in the ranks of the judges.

6. *Rules*: 5, 6, 7, 8 for Original Oratory shall apply also to this contestant.

Declamation

1. *Contests*: Declamation shall be divided into Oratorical, Dramatic, and Humorous divisions and each shall constitute a separate contest within this tournament.

2. *Length*: The time limit for declamations shall be 10 minutes.

3. *Selections*: Judges shall be instructed to consider the literary value of the selections used in the Dramatic and Humorous divisions.

4. *Rules*: 3, 5, 6, 7 and 8 for Original Oratory shall apply to these contests.

5. THE SCHOOL AND COMMUNITY SERVICE PROGRAM

A debate program, in addition to educating young people in the techniques of debate and providing them with intra-mural and inter-scholastic speech opportunities, ought to serve the school and community. This phase of the debate program is not only a real justification for the existence of that program but it is also the best means of obtaining administrative and community support and of providing real life speaking opportunities for student speakers.

The debate class ought to be the source for every sort of school service involving speech activity. The school service phase of the forensic program consists of the presentation of auditorium programs, the preparation of student assembly chairmen, and the preparation of speakers for every kind of school campaign.

The debate class likewise, ought to be the source for every kind of community service within the scope of student speakers involving speech activity. The community service phase of the forensic program consists of the preparation and presentation of speeches, debates, readings, group discussions, and plays for adult organizations. The survey of National Forensic League Schools indicated that debates in 1939 were presented before the following adult organizations: Women's Clubs, Business and Professional Women's Club, the League of Women Voters, Business Men's Clubs. Medical Societies, Italian Professional Men's Club, Y.M.C.A. Men, Chamber of Commerce, Dad's Club, Transportation Club, Principal's Club, Rebecca, Odd Fellows, Knights of Columbus, Daughters of Isabella, American Legion, Rotary, Kiwanis, Lions, Optimists, Aviation, Exchange Club, Young People's Groups, Y.C.C.A., Y.W.C.A., Hi-Y, Radio Audience, History Society, Churches, Open Forum Groups, American Luther League, Red Cross, P.T.A., Farm Bureau, Grange, Study Clubs, A.A.U.W., Utilities Club, and Father's Night Program. There exists in every community

similar opportunities for contact and service with respect to organized adult groups. The school that does not take advantage of these opportunities for contact and service is neglecting a vital phase of the forensic program, that will pay big dividends in administrative and community support of the forensic program.

An example of an organized method of community service is found in the American Legion Sheboygan County High School Cooperative Speakers Program. This program operates as follows:

Certain patriotic holidays as Constitution Day, Armistice Day, Washington's Birthday, Lincoln's Birthday, and Memorial Day are selected as community service day opportunities. The Chairman of the American Legion Americanization committee working with the county superintendent of schools schedules assembly programs in each high school, grade school, and rural school, in the county. The debate coaches in the high schools prepare student speakers on the subjects selected for participation in these assembly programs. The American Legion at the specified time sends to the high schools in the county a Legionnaire with a car to provide transportation for each student speaker. This Legionnaire participates in the program by administering the Flag Salute, and by introducing the student speaker.

The experience of driving through the country and conversing with an adult who has served in the Army or Navy, of participating in a program designed to stimulate to a higher degree the latent patriotism of the American people, of being able to speak to a strange audience is one that the student speaker will never forget. The outcomes of such service are of immeasurable value to the community, to the individual, and to the forensic program. The operation of this program is described by C. O. Heidal in the *Wisconsin Journal of Education* for September 1938.

A more detailed example of community service is found in a pamphlet published by the Wooster Ohio High School, reprinted below, with a few omissions indicated by * * * :

STUDENT SPEAKERS' BUREAU OF THE
WOOSTER HIGH SCHOOL

SEASON 1939-40

President—ROBERT THOMAS, Telephone 1624-L

Vice Pres.—ROBERT STRAUB, Telephone 1265-L

Secretary—LILLIAM SHAFER, Telephone 655

Treasurer—KENNETH COHEN, Telephone 1636-L

EXPERIENCED SPEAKERS—NO FEES

for

Clubs, Churches, Granges, Charitable Groups, Service Organizations,
Community Projects, Radio or Public Address Announcers.

Contact officers for Speakers, Telephone or Write.

Advance notice desired.

PURPOSE OF THE BUREAU

For years, Wooster High School has furnished speakers' programs throughout the city, county, and even to groups outside the county. This year, the service is made more definite through an organized bureau.

Here you will find topics listed, debate subjects named, and selected speakers catalogued. Wooster High School has the largest extra-curricular speech program to be found in the United States. Figures of the National Forensic League prove this fact. Of the 160 speakers in the high school, only 52 are listed here. They have been chosen for ability.

Speakers' Bureau officers will arrange programs. Call or write them.

RUSSELL CALDWELL
Director of Speech

TYPES OF SPEECH

Group Discussions
Debates
Orations
Talks

Humorous Readings
Dramatic Readings
Choral Readings
Radio Bits

GROUP DISCUSSION SUBJECTS

PROPAGANDA

Propaganda in the Present War.
Propaganda in the Movies.
Propaganda in the Schools.
Knowing Propaganda When We See It.

CONSERVATION

The U.S. Soil Conservation Service.
The C.C.C. and Conservation.
What We've Done in Forest Conservation.
Our Government Dams.

INTERNATIONAL AFFAIRS

How Neutral is Uncle Sam?
League of Nations—or Nations?
Europe's Minorities—World Dynamite.
Problems of the Refugees.

* * *

SUBJECTS FOR TALKS

TRAVEL

WOOSTER High School Speakers go to California.
A Look at our World Fairs.
Our National Parks.
Four H.S. Fellows on the Donner Trail.

SCHOOL

Extra-Curricular Activities in W.H.S.
Newer Courses in the High School.
Junto Teaches W.H.S. Parliamentary Law.

AFTER HIGH SCHOOL

To College or Not to College?
What Becomes of W.H.S. Graduates?
Leisure Time and the Graduate.
Opportunities here in Wooster.

INTERNATIONAL AFFAIRS

Europe's War as it Touches Me.
 Forms of the State Around the World.
 New Boundaries Out of Old Ones.
 Isolation—Myth or Fact?

* * *

DEBATE SUBJECTS

Resolved, That the Federal Government should own and operate the Railroads.
Resolved, That the United States should form an alliance with Great Britain.
Resolved, That the government should own and operate all electric utilities.
Resolved, That the several states should provide a complete medical service available to all citizens at public expense.
Resolved, That the power of the Federal Government should be increased.

OUR SPEAKERS

[Names Omitted]

GROUPS WE HAVE SERVED

Kiwanis Club	Red Cross Campaign
Granges	Christmas Seal Campaign
Women's Clubs	American Legion
Churches	F.T.A.
Experiment Station	County Schools
Memorial Hall	Board of Trade
Political Parties	Rotary Club
Lion's Club	Twenty-Thirty Club

WHERE OUR SPEAKERS HAVE WON HONORS

State Peace Contest.
 State Speech League: debate, extempore, readings.
 State N.F.L. (National Forensic League) Tournament.
 National Speech Tournaments.
 Western Reserve U., Contests, in Debate, Oratory and Readings.

* * *

With respect to this example of the community service program of Wooster High School, an individual cannot help but note the results that are bound to come from this type of service. These results include: real service to the community, real speaking opportunities for students, and a real sales method for support of the forensic program.

An extensive school and community service program is an important phase of a forensic program. It provides real speaking opportunities for large numbers of students, serves the school and community, and at the same time creates necessary community and administrative support. The school that does not take advantage of opportunities for contact and service is neglecting a vital phase of the forensic program that will pay big dividends in the form of community and administrative support of the forensic program.

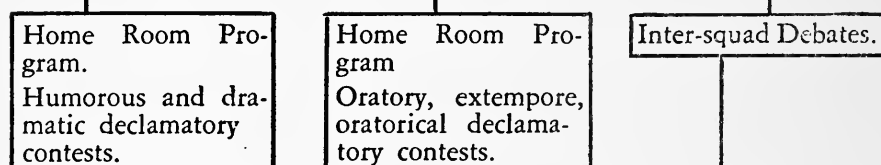
The following material in chart form illustrates the complete integration of the classroom, activity period, after-school, inter-school, school service, and community service phases of a forensic program. Through such an integrated program the forensic director can bring speech activity and regular class programs together; he can provide, if an activity period exists in his school, opportunities for speech training in debate and dramatic clubs and Student Congress groups; through the after-school program, he can provide additional opportunities for larger numbers and at the same time select participants for the informal inter-school program; through the informal inter-school program, he can in turn, by natural selection, select the participants for the formal judged program, and finally from that program select students for the school and community service programs.

THE FORENSIC PROGRAM OF THE CENTRAL HIGH SCHOOL

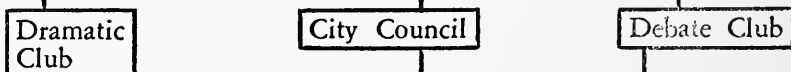
FRESHMAN INTER-SCHOOL PROGRAM



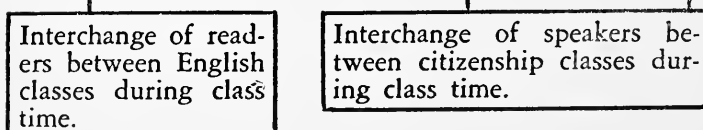
FRESHMAN AFTER SCHOOL PROGRAM



FRESHMAN CLUBS



FRESHMAN CLASS PROGRAM



SOPHOMORE COMMUNITY SERVICE PROGRAM

Speeches before city
grade schools and rural
schools.

SOPHOMORE SCHOOL SERVICE PROGRAM

Auditorium
Programs

Auditorium
Programs

SOPHOMORE INTER-SCHOOL PROGRAM

Forensic
League
(Sheboygan)

Forensic
League
(Sheboygan)

Debate.
Forensic League (Central)
Debate Tournament. (May-
ville)
Lake Shore Forensic League
Tournament. (Sheboygan)

SOPHOMORE AFTER SCHOOL PROGRAM

Home Room Program.
Humorous and dramatic
declamatory contests.

Home Room Program.
Oratory, oratorical dec-
lamation, extempore
speaking contests.

SOPHOMORE CLUBS

Dramatic club

State Assembly
State Senate

SOPHOMORE CLASS PROGRAM

Interchange of read-
ers between English
classes during class
time.

Interchange of speakers
between history classes
during class time.

Debate class.

JUNIOR AND SENIOR COMMUNITY SERVICE PROGRAM

FORENSIC EVENTS

Constitution Day, Armistice Day, Washington's Birthday, Lincoln's Birthday, Memorial Day speeches and talks and group discussion subjects as listed in Community Service Bulletin.

Plays and readings as listed in Community Service Bulletin.

JUNIOR AND SENIOR SCHOOL SERVICE PROGRAM

Announcers, Student Speakers, Campaign Speakers, Programs.

Auditorium Plays and Readings.

JUNIOR AND SENIOR INTER-SCHOOL PROGRAM

Oratory, oratorical declamation, extempore speaking.
Fox River Valley Extempore Contests. May.
Mayville Oratorical Tourn. March.
N.F.L. Tournament. April.
Wis. Forensic Assn. League Tournament, District State-2. April.
Am. Leg. Oratorical Contests-1. March.
Sheboygan Invitational Tournament. March.

Dramatic and humorous declamation.
Fox River Valley Declamatory Contest. December.
Milwaukee Declamatory Clinic. March.
Sheboygan Invitational Tournament. March.
N.F.L. Tournament. April.
Wis. Forensic Assn. League District and State. April.

JUNIOR AND SENIOR AFTER SCHOOL PROGRAM

Home Room Program.
Oratory, oratorical declamation, extempore speaking contests.

Home Room Program.
Humorous and dramatic declamation contests.

JUNIOR AND SENIOR CLUBS

National House
National Senate

Dramatic Clubs

JUNIOR AND SENIOR CLASS PROGRAM

Interchange of speakers for discussion groups before other American History Classes.

Dramatics Class

JUNIOR AND SENIOR COMMUNITY SERVICE PROGRAM
DEBATE

Rotary, Kiwanis, Optimists, Lions, American Legion, Professional and Woman's Club, American Luther League, Sheboygan Falls Women's Club on debate subjects as listed in the Community Service Bulletin.

JUNIOR AND SENIOR SCHOOL SERVICE PROGRAM

Announcers, Student Speakers, Auditorium Programs, School Campaign Speakers.

Auditorium Programs
Student Congress
Mock Convention

JUNIOR AND SENIOR INTER-SCHOOL PROGRAM

Debate Program

Tournament at Plymouth, Nov.
Clinic at Marquette, Dec.
Clinic—6 Illinois, Dec.
Sheboygan Invitational. Jan.
Wheaton Tournament. Jan.
Speech Institute. Dec.
Practice Tournament. Jan.
Wis. Forensic Assn. District, Sectional
State. Feb.
N.F.L. March

Student Congress Program

N.F.L. Student Congress. April.
Sheboygan Invitational Congress. May.

JUNIOR AND SENIOR AFTER SCHOOL PROGRAM

Inter-squad debates.
Freshman-Sophomore, Junior-Senior
inter-class debates.

JUNIOR AND SENIOR CLUBS

National Forensic
League Chapter.

Debate Club

League of Nations

JUNIOR AND SENIOR CLASS PROGRAM

Debate Class

American Problems Class

6. A SYSTEM OF FORENSIC AWARDS

While inherent values and benefits are present in a debate program in abundant number, the existence of an immediate intrinsic award is a real incentive for participation in inter-school forensics.

The debate coach will, therefore, find it to his advantage in stimulating student participation to set up a system of forensic awards. He should give consideration to the philosophy underlying such a system of awards in order to be able to answer criticisms that are sure to arise from members in other departments, and to set up a system of awards that is based upon a sound philosophy.

He can formulate a sound philosophy with respect to forensic awards by considering the following issues, purposes, effects, and principles of a system of awards that were taken into consideration in working out the suggested plan of forensic awards that is later outlined in this section.

The issues involved in the formation of a system of forensic awards include: Is the granting of awards or recognitions for non-credit activity educationally sound? Can a plan be devised that will enable a considerable number of people participating in the forensic program to gain these recognitions without placing too great a financial burden upon the school? Will such a plan encourage greater participation in inter-scholastic activities? Will such a plan tend to raise the entire speech standards of the entire school? Is such a plan dangerous in that it might encourage the development of the philosophy that "one must be paid for everything done?" What fields of interscholastic activity should be so recognized? Should any recognition be given to activity that is not inter-scholastic?

The general purpose of a system of awards or recognitions should be a stimulation of interest and effort, and the recognition of attainment.

The general effect of such a system of awards should be the stimulation of interest, effort, and participation; the establishment of high standards of attainment, the recognition of worthwhile qualities and achievements, and the creation of a feeling of satisfaction on the part of the recipient.

The general principles set up to govern a system of awards should include:

1. The purposes of a system of awards shall be to recognize outstanding achievement of credit to the record of the school, to encourage participation in the various fields of inter-scholastic activity, to encourage participation in the various fields of non-credit activity not inter-scholastic, to encourage the doing of more than the required work of school or life.

2. Recognition should be given in all fields of inter-scholastic non-credit activity on the basis of the following: Achievement, Attitude, Length of service.

3. Recognition should also be given in all fields of major non-credit activity not interscholastic on the basis of: Achievement, Attitude, Length of service.

4. The extra-curricular council shall make all awards after having taken into consideration the recommendation of the sponsor of the particular activity.

A SUGGESTED PLAN OF FORENSIC AWARDS

In formulating a plan of forensic awards it is wise to avoid granting such a large number of awards that the award becomes meaningless and the total cost prohibitive; and to avoid the granting of any awards on a subjective basis which is certain to lay open the entire program to a charge of favoritism. This suggested plan of awards naturally limits the number of awards and uses as a basis of the granting of the award a purely objective system.

1. The basis of awards shall be the attainment of forensic points in intra-mural contests, inter-school contests, school service, and community service.

2. Each student speaker or debater shall receive 5 intra-mural points for each intra-mural contest or program in which he participates, and 5 points for each semester that he is a member of a Forensic Club. The

upper 25 per cent in any contest in which decisions are given shall receive an additional 5 points. The intra-mural contests shall include: The interchange of speakers between classes, the home room program, and the after school contest program. The Forensic Clubs shall include debate and dramatic clubs and student congresses meeting during the activities hour.

3. Each debater participating in inter-school forensics shall receive inter-school points according to the following schedule: In debate each debater shall receive 5 credit points for a losing debate, 6 credit points for a non-decision debate, and 10 points for a winning debate.

From the foregoing, one point is deducted for each debate in which the participant has engaged during the same school year. However, each debater received at least two points for a winning debate, and one point for any other debate. To illustrate—

	SCHEDULE POINTS	PREVIOUS DEBATES	CREDIT POINTS
Losing Debate	5	0	5
Non-Decision Debate	6	1	5
Winning Debate	10	2	8

4. Each student speaker in forensic contests other than debate shall receive inter-school forensic points as follows: The winner of first place receives as many points, not exceeding eight as there are schools represented in the contest. Each successively lower ranking speaker receives successively one point less, but at least one point. For original oratory one point is added. Points are limited to eight contests a year per student, exclusive of the official N.F.L. tournament. To illustrate—

EXTEMPORANEOUS SPEAKING OR DECLAMATION

A 6-SCHOOL CONTEST		AN 8-SCHOOL CONTEST	
Place	Points	Place	Points
1	6	1	8
2	5	2	7
3	4	3	6
4	3	4	5
5	2	5	4
6	1	6	3
7	1	7	2
8	1	8	1

ORIGINAL ORATORY

A 4-SCHOOL CONTEST

Place	Points
1	5
2	4
3	3
4	2
5	2
6	2

5. A student speaker or debater shall receive five school service points for each of the following school services: Participation in auditorium play or program, auditorium program announcer, campaign or service speaker before home rooms.

6. Each student speaker or debater shall receive five community service points for each speech or presentation before a grade, rural, or other high school, and ten community service points for each radio presentation or program before a luncheon club, or other adult organization under the supervision of the Forensic Department.

7. The types of awards for National Forensic League Schools in order of the difficulty of attainment shall be:

a. National Forensic League Certificate—25 intra-mural points, 20 inter-school points.

b. Degrees of Honor—30 intra-mural points, 50 inter-school points.

c. Degree of Excellence—10 Community Service points, 10 School Service points, 40 intra-mural points, 100 inter-school points.

d. Degree of Distinction—20 Community Service points, 30 School Service points, 50 intra-mural points, 150 inter-school points.

e. N.F.L. Key—40 Community Service Points, 50 School Service points, 50 intra-mural points, 200 inter-school points.

8. The types of awards for schools not members of the National Forensic League in order of the difficulty of attainment shall be:

a. School Forensic Certificate—25 intra-mural points, 20 inter-school points.

b. Bronze Pin—40 intra-mural points, 50 inter-school points, 15 School Service points, 15 Community Service points.

c. Silver Pin—50 intra-mural points, 100 inter-school points, 30 School Service points, 30 Community Service points.

d. Gold Pin—60 intra-mural points, 150 inter-school points, 50 School Service points, 50 Community Service points.

9. The following forms will expedite the clerical work involved in the administration of the above Forensic Award Program.

PUPIL PARTICIPATION CARD

1. Name of Pupil
2. Date
3. Type of Contest or Service
4. Number of Forensic Points for this Contest or Service
5. Place or Occasion of Service
- Signed
- (Club Sponsor, Auditorium Program Director, or Organization Official)
- Signed
- (Forensic Director)

CUMULATIVE 4-YEAR RECORD FOR FORENSIC PARTICIPATION

Name

Date	Type of Contest or Service	Intra-Mural Points	Inter-School Points	School Service Points	Community Service Points
Sept. 17	Const. Day Speech ..	..	..	..	5
Sept. 20	City Council	5	..	..	..
Oct. 8	Home Room Contest ..	5	..	..	..
Nov. 11	Speech Auditorium ..	..	..	5	..
Dec. 9	Debate Tournament ..	..	27	..	..
Jan. 6	Debate Tournament ..	..	24	..	..
Jan. 18	Rotary Club Debate ..	..	..	..	10
Jan. 27	Kiwanis Debate .....	..	..	..	10
Feb. 15	Home Room Contest ..	10	..	..	..
Feb. 22	Rural School .....	..	..	..	5
Mar. 6	Auditorium Chairman ..	..	..	5	..
Total-May 15, 1941.		20	51	10	30
Award—N.F.L. Membership.					

This system of forensic awards is correlated with the complete forensic program and encourages participation in all parts of that program. This system of awards is consistent with the principle that recognition should be based upon length of service, achievement, and attitude. This system of awards stimulates interest, effort, and participation; recognizes worthwhile qualities and achievements, and unifies the whole forensic program.

7. HOW TO FINANCE THE FORENSIC PROGRAM

One of the main reasons why some forensic programs are successful and others are not lies in the nature and extent of their financial support. Just as an automobile cannot run without gasoline, a forensic program cannot operate effectively without adequate financial support. The report of the National Survey of Education made a few years ago indicates that the greatest weakness revealed by the investigation of the organization and administration of inter-scholastic non-athletic activities lies in the character and the method of financial support. It is unfortunate that forensics, which in the opinion of many educators contains to the square inch more value than any other activity in high school, has to limp along with limited financial support while, in general, athletics are adequately financed. This condition is brought out more vividly by the simple statement that in a prominent Wisconsin High School the outlay for forensics per pupil in average daily attendance was 20c while the outlay for athletics was \$2.76, and that the average expenditure per squad member in football was above \$25.00, while the average expenditure per squad member in debate was less than \$5.00.

The fundamental reason why this discrepancy exists is that athletics are income producing while forensics are not. Yet he who argues that school activities should be supported on the basis of the amount of income they produce is resting his case upon shaky ground indeed.

The major difficulty with respect to the financing of forensics is the pernicious philosophy that instead of basing the support of student activities upon the existence of educational values that support should be based upon the ability of an activity to earn money.

The first task, therefore, confronting the forensic coach is the creation within the school administration of a sound philosophy with respect to the financing of student activities.

This can be done in the first place by calling the attention of the administration to the fact that one of the Evaluative Criteria used by the North Central Association in its evaluation of secondary schools is the following: "Provision should be made by the administration for an equitable apportionment of pupil activity funds to the various pupil activities on the basis of educational values."

He can in the second place call to the attention of the school administration the following philosophy that was worked out by A. O. Iverson, Principal of Central High School. That philosophy is stated as follows:

All income from student activities should go into a central fund to care for the necessary expenses of maintaining student activities. The determining factor as to whether an activity is to be on the schedule or not, is not to be based on the income it produces. Any activity that embodies worthwhile pupil activities and that can be justified on educational grounds should be retained and a means of financing it found. Since all income comes from pupil participation it should, therefore, all go back, under careful guidance to the maintenance and extension of this pupil participation.

This philosophy demands, therefore, that extra-curricular activities be supported on the basis of educational values. This philosophy demands, that forensics, if it produces desirable educational outcomes, be supported either by the Board of Education from tax funds, or by the extra-curricular council from funds raised by pupil participation in the whole program.

When such a philosophy is generally accepted by forward-looking administrators, who recognize that the only justification for any student activity is the creation of sound educational values, the forensic program in every high school will come into its own.

If, however, the debate coach is working in the school that is unwilling to accept the above philosophy he will have to resort to methods of support that are unsound educationally. Such methods of raising money that have been successfully used include: Plays, Minstrel Shows, Mock Trials, Carnivals, Dances, Parties, Home Debates, Candy Sales, Pop Sales, Doughnut Sales,

Concessions, Potato Chip Sales, Paid Assemblies, Movies, Concerts, Commissions on the Sale of Tickets, Tag Days, Gifts, Dues, Silver Teas, Broadcasts, and Turkey Raffles.

The second task confronting the debate coach with respect to the problem of finances is to set up a sound method of accounting. In the first place a budget request covering all items of expense for the coming year should be given to the money-dispensing body. In the second place all funds spent on forensic activity should be requisitioned in advance from the school treasurer or vice-principal. And finally, a detailed financial report should be given to the school principal at the end of the year. An illustration of each of these steps will be found in the outline of the philosophy and method of financing forensics at the end of this section.

The forensic coach who thus sets up a sound philosophy of financing forensics and a sound method of administering these funds will have answered the two major weaknesses as revealed in the National Survey of Secondary Education.

A second problem confronting the coach is the question of what forensic expenses should be paid out of school funds. In a survey of National Forensic League schools the median expenditure of those reporting was \$115.00. This median expenditure was materially lowered by small budgets in the smaller schools and by small budgets in Eastern schools which do not carry on an extensive program. The average budget in schools having an extensive program was between \$250 and \$300, with additional funds spent on National Tournament participation. The median expenditure for transportation was \$54, and for material was \$19. Sixty-seven per cent of the schools paid for meals, 51 per cent paid for lodging, and all schools paid the tournament entry fees.

It is a sound observation that if the student is forced to pay a portion of the transportation expense, to furnish cars, and to pay for food and lodging, such practices will tend to limit forensic participation to those who can afford to meet these costs.

Sound practice would seem to dictate that, if forensics has educational values, the school should pay the cost of materials, entry fees, transportation, meals, lodging, and awards. A budget of \$300, will cover all these items of expenditure for an extensive forensic program.

*A Sound Method of Financing and
Administering Forensics*

A philosophy with respect to the financing of non-athletic extra-curricular activities should include the provision that any activity that embodies worthwhile pupil activities and that can be justified on educational grounds should be retained and a means of financing it found. The determining factor as to whether an activity is to be on the schedule or not should not be based on the income that it produces.

Funds for the support of these activities should be provided from the central extra-curricular fund. The amount of these funds should be determined by a consideration of the nature and extent of the forensic program, the educational values that it embodies, and the financial condition of the general fund as measured by money available and future prospects of earnings.

The items covered in the forensic budget should include classroom materials, transportation in a bonded carrier, or other conveyance adequately covered by insurance, dues, tournament fees, awards, rooms on overnight trips, and meals generally limited to 25c per meal. Several times during the year, the forensic teams should be taken to a first-class hotel in recognition of the educational values incidental to such experiences.

The amount of the forensic budget for the school year 1940-41 should be (a) \$22.50 in the awards budget, (b) \$250.00 in the forensic budget, (c) \$43.30 in the library budget provided by the Board of Education.

The methods of managing the finances of the forensic program should include (a) the preparation and presentation to the extra-curricular council of a forensic budget request in April preceding the year in which the money is to be expended (b)

presentation to the principal and librarian of a list of materials necessary for the next school year, (c) consideration by the extra-curricular council, made up of representatives of all participating activities, of the forensic budget request. The determining factors with respect to the granting of that budget request shall be: The financial condition of the central fund, the estimated income for the following year, and the educational values present in the forensic program, (d) apportionment by the forensic director of the funds provided in the forensic budget to cover all forensic activities for the entire school year, (e) requisition by the forensic director of the specific funds necessary for each specific item of expense signed by the director and counter-signed by the vice-principal, (f) filing with the school treasurer of receipts covering all items of expense, (g) presentation to the principal of a complete analysis and breakdown of forensic expenditures as part of the annual report of forensic activities.

The following forms can be used to request a budget and to requisition funds. A form to show the complete breakdown of forensic expenditures is found in section 9.

BUDGET REQUEST FORM

_____ SCHOOL

Sheboygan, Wisconsin

BUDGET REQUEST

Activity _____

Date _____

Total Amount Requested

Distributed as Follows:

Transportation to Tournaments and Clinic in a bonded carrier estimate 1940-41	\$139.00
Dues to State Organization and N.F.L.	6.00
Fees for Wheaton Tournament and N.F.L. Tournaments	15.75
Teachers Meals at 50c per meal	10.00
Student Meals at 25c per meal	48.00
Rooms—Wheaton, and N.F.L. Tournaments	26.75
Awards—N.F.L. Memberships, Degrees, and Keys	22.50
Incidentals—Telephone and Telegraph	5.00
TOTAL	\$273.00

REQUISITION FORM

ORIGINAL COPY (to Vice-Principal)
 DUPLICATE COPY (for Forensic Files)

Activity
 Date

Name of firm or person to whom payment is to be made.

Address of above if necessary.

No requisition will be approved without this stub being filled.

BUDGET BALANCE
 AMOUNT OF THIS
 ORDER
 BALANCE AVAILABLE

Description of Materials or Expense.

Signed
 Activities Advisor

ORIGINAL COPY (to Vendor)
 DUPLICATE COPY (to School Treasurer)

CENTRAL HIGH SCHOOL
 Sheboygan, Wisconsin

EXTRA CURRICULAR ACTIVITIES
 REQUISITION

Date

Name of firm or person to whom payment is to be made.

Address of above if necessary.

ACTIVITY TO BE CHARGED

No charge or expense will be honored
 To Vendor: except when accompanied by this copy,
 signed and approved.

Description of Materials Requested—or expense

Signed
 Activities Advisor
 Approved
 Vice-Principal

This philosophy, method of providing forensic funds, and system of financial management provides for both adequate financial support and an efficient method of managing finances; the lack of which was found to be the greatest weakness in the organization and administration of non-athletic inter-school activities.

8. THE USE OF THE RADIO AS A TEACHING DEVICE

The progressive teacher of today makes use of the facilities of the modern radio as a teaching device. The forensic coach who is not taking advantage of the opportunities offered by the modern radio is neglecting a vital force in the direction and stimulation of the participants of a forensic program.

The opportunities offered by the radio fall into two classes, those incidental to listening to radio programs, and those activities which make use of the radio as a means of bringing the student speaker and the radio audience together.

With respect to the radio as a teaching device, we as teachers cannot help but come to the conclusion that the radio of today is offering to the listening public the best of illustration of the speech arts. Every twenty-four hours is bringing to us splendid illustrations of debate, extempore speaking, oratory, dramatic interpretation, poetry reading, and open forum and round table discussion. A casual reference to the radio guide will easily reveal the extent to which the radio is ready to serve the forensic program. Debates by leaders in public life, living orations by masters of the spoken word, model forms of extempore speaking by Kaltenborn and others, dramatic presentations by the stars of radio and screen, and group and open forum discussions by authorities in the field of government and economics.

The radio can be a powerful factor in directing the participants of a forensic program by providing material information on the national high school question, by providing instructional material on the techniques of speech, by teaching the principles and forms of speech through an analysis of its present programs, and by teaching the methods, forms, and techniques of open forum discussion through an analysis of such programs as the University of Chicago round table.

A special effort should be made by the forensic coach to call to the attention of the forensic participant certain programs

now on the air that emphasize the basic principles of voice and diction. Since most of these programs are not even mentioned in the Radio Guide the forensic coach will have to obtain the broadcast time of these programs by writing to the university station closest to his community, and to the educational departments of the national radio chains. Such programs now on the air include the broadcast of the Better Speech Institute of America, broadcast from Chicago on Sunday evening; Your Speech, broadcast over W H A the University of Wisconsin Station, on Thursday at 3:00; and programs conducted by Dr. Henry Lee Smith of Columbia, Dr. Cabell Greet of Barnard, Miss Vida Ravens Croft Sutton of the National Broadcasting Co; and Vernon A. Utzinger of Carrol College, who broadcasts over W T M J. The major emphasis of most of these programs is on voice and diction, and from the standpoint of the forensic participant could be supplemented with special instruction in debate, oratory, extempore speaking, and interpretative reading.

The radio is however not playing the part it should with respect to the training and direction of high school forensic participants for two reasons. No attempt is being made on the part of radio organizations to integrate, through weekly announcements to the forensic coach, the materials of radio with the high school forensic program; and no attempt has been made by most forensic coaches to use the materials of radio in the directed teaching of forensic participants.

Two steps should be taken to make the offerings of radio effective teaching devices. The radio organizations should send to the high school forensic coach a weekly announcement of the offerings of radio in the various fields of speech activity. The Forensic coach should set up a program that will bring the effective examples of the speech arts offered by the radio to the attention of the student who through them is to be motivated to higher speech standards.

The simple suggestion "listen to this program" is not enough. A planned program of student criticism of the offering of radio should be set up that will call to the attention of the student

both speech principles and background material on the great problems of the day.

Effective speech principles can be brought to the attention of the student speaker by asking him to criticize the radio speaker on the basis of articulation, pronunciation, and enunciation, and second by means of the same criticism sheets that are used as a means of measuring the ability of the student to reach the goals of the forensic program. The form of these criticism sheets and the other forms later referred to is illustrated in Chapter III. The combined use of class discussion, a planned criticism of student efforts, ample opportunities for practice, and student criticism of the best that is on the air will go a long way to call to the attention of the student the principles of voice and diction that the student is trying to master, and will go a long way to produce successful speakers and effective future citizens.

The forensic participant is likewise interested in the offerings of radio as a means of gaining a better understanding of material facts and basic philosophies underlying the great questions of the day. He thus gains ideas and interpretations which are the backbone of debate, extempore speaking, and original orations. Since it is a principle of education that no learning can take place without activity on the part of the learner, and that usually a correlated physical action on the part of the listener stimulates mental activity, the listening student must be brought into active partnership with the radio speakers. The student speaker can be stimulated to think actively about the subjects of radio talks by marking an attitude scale before the oral presentation, and by marking a shift-of-opinion ballot both before and after the oral presentation. The activity involved in marking these scales and ballots will stimulate thought on the part of the student, and make him an active, participating, thinking listener.

The application of the above procedure demands that the radio be used frequently in the classroom, and that the student be definitely instructed in the use of criticism sheets, attitude scales, and shift-of-opinion ballots. After the student has mastered the technique of criticism a planned program of listening

to radio speeches must be set up and the student's attempts at criticism be made the basis of analysis by the entire class.

The Radio Debate

In addition to using the radio as a means of bringing to the attention of the student speaker clear articulation, correct pronunciation, pleasing tone quality, interesting speech material, and effective methods of organization, the radio can become an effective means of bringing the student speaker and an audience together.

Wheaton College of Wheaton, Illinois, and the Kent College of Law in Chicago, are using the radio as an effective means of bringing speaker and audience together. Both of these schools, as well as many others, present a series of debates during the winter months. Information with respect to the operation of these radio debates can be obtained by writing to the speech directors of the respective schools.

The first problem confronting the coach who is contemplating organizing radio debates is the problem of obtaining free radio time from a local or near by station. By contacting the manager of the local station and presenting to him an outline of the debate program, and pointing out the interests of the community in both the subject matter and the training of boys and girls, the Forensic coach can usually obtain free radio time. Radio stations are ready to present educational programs that are in the public interest, convenience, and necessity. They are especially willing to put on a debate between the local school and a neighboring school within effective range of a local station.

The second problem that confronts the coach involves the statement of the debate proposition and the organization of the debate speeches in a manner that will be of interest to the average radio listener. The formal statement of a debate question should be replaced by a single paragraph which sets up the subject in a real life situation. Splendid illustrations of this method can be found in "Case Studies In The Forensic Program" by Helen Kaltenborn in the *Quarterly Journal of Speech*, February 1936.

After the simple human statement of the problem under discussion the usual formal interpretation of terms etc. should be eliminated and the speakers immediately concern themselves with a vivid presentation pro and con of the problem, its causes, the solutions, and their effect upon the ordinary person or family introduced in the simple statement of the question and upon the average member of the radio audience. The material of the radio debate can be made more vivid and interesting by following the Oregon plan of debate, which calls for a two minute cross-examination of each preceding speaker by each succeeding speaker. The rapid inter-change of questions and answers and the short speaking intervals will tend to eliminate the monotony of long speeches, to get down to fundamental issues, and to heighten both interest and attention.

The third problem confronting the coach who is contemplating organizing radio debates is with respect to the organization and construction of radio speeches. It cannot be stressed too strongly that voice, language, and speech construction must be made essentially clear, vivid, and interesting for the reason that radio excludes from the radio speech personality, movement, gesture, bodily response, appearance, and other physical factors. The only factors that the radio speaker can bring to bear are careful consideration to thought, real consideration to language, and vital consideration to the ability of the voice to express meanings and feelings.

The radio speaker must also give careful consideration to an analysis of the audience, its comprehension of the subject to be presented and its convictions and prejudices. He must give careful consideration to the basic principles of speech construction, unity, coherence, and emphasis. He must give close consideration to the construction of a purpose sentence for the entire speech and well stated topic sentences for each paragraph in the speech. The closest he can come to a single central idea, short words, short sentences, vivid illustrations, and good transitional phrases and sentences, the more effective he will be as a radio speaker. The radio speaker should be made to realize that he is not addressing an expert critic judge who is concerned with formal presentation and adequate and complete proofs for each

contention. He should be made to realize that he is speaking to an average apathetic audience whose attention can be held only by materials with basic human appeals, with simple illustrations, anecdotes, and stories; and with an absence of complicated elements of debate strategy.

The fourth problem involves the necessity of giving consideration to a careful analysis of voice. The tendency of the radio to exaggerate voice defects and bad speech habits is known to every radio speaker and listener. Class and individual consideration must be given to the problem of false emotional stress inconsistent with the speaker, the subject, the occasion, and the audience; to the problem of wrong emphasis as indicated by a failure to emphasize nouns and verbs; to the problem of indirectness and insincerity, the result of rising inflections at the end of a thought group or sentence; to the problem of too rapid and too sudden changes of pitch; to the problem of eliminating such bad speech habits as coughing, smacking of lips, or vocalized breathing; to the problem of inadequate variations in pitch, force, and rate; to the problem of poor articulation as indicated by the swallowing of final consonants; and finally to the problem of controlling exaggerated "s" sounds and improper sounding of final "th" sounds.

In giving consideration to these problems the coach should make use of voice recordings if possible, of a public address system if available, and of a text on voice and diction which adequately discusses the problems of breathing, pronunciation, articulation, enunciation, rhythm, resonance, tone production, vocal monotony, relaxation, and sincerity and directness that comes only from an integration of voice, mind, and body. *Your Speaking Voice* by Harrison M. Karr cannot be recommended too highly as a vital, understandable treatment of these problems of voice and diction. In addition to this text on voice and diction, an analysis by the student speaker of Monroe's *Principles and Types of Speech* will prove to be invaluable. The chapters on the analysis of purpose, subject, and audience; and the motivated speech sequence of attention, need, satisfaction, visualization, and action, present the basic principles of speech construction in a complete, simple, and interesting way. The debate coach

interested in radio debate will find Ewbank and Lawton's *Projects for Radio Speech* a practical manual for the training and preparation of the radio speaker.

The debate coach who gives class room consideration to these problems and who sets up a program of radio debates, is adding another factor that will make debate training effective, and that will increase the interest and support of the forensic program.

9. FACULTY, ADMINISTRATIVE AND COMMUNITY SUPPORT

Faculty, administrative, and community support for the forensic program is a vital factor in the building of a successful program. Public, administrative, and faculty support of forensics is sometimes lacking because of several reasons; the number of students with which the forensic program deals is small as compared with music or athletics, the crowd instinct so evident in athletics and band parades is lacking, the program is frequently not sold to the administration or to the student body, and certain professional colleagues are jealous of the public exhibition nature of forensics.

It is a generally recognized fact that forensics in many schools does not receive the support that is given to athletic teams. A recent survey indicated that in the opinion of the coach the administrative support of forensics was equal to that given to football in only 50 per cent of the cases.

If the forensic program is to receive the same financial and moral support as is given to football, an organized attempt must be made by coaches and college speech departments to sell that program to the school administration, to parents, and to the community.

Faculty support of the debate and forensic program can be obtained by relating that program as closely as possible to the regular curriculum, by bringing faculty members of the various departments into the active operation of that program, and by minimizing the possible conflicts between debaters and teachers of other subjects in the curriculum.

Parental support of the forensic program can be obtained when tangible results of that program are evident in addition to the intangible outcomes not immediately discernable to the untrained eye. These tangible results include: Success as measured by the winning of debate and forensic tournaments; proper publication of participation and the results of such participation;

school and community service projects, the results of which carry back rather quickly to parental ears; college scholarships frequently available to outstanding students and debaters; and published results of success by former debaters in college elections, college scholarship, and college speech activity.

Community support of the forensic program can be obtained by proper publication of that program and the immediate success that it achieves, and by an extensive effort on the part of the coach to serve the community by means of a community service program. A good product sells itself. That product, however, must be brought to the attention of the buyer.

Administrative support of the forensic program follows from the existence of the following results and conditions: Successful results of inter-school competition; evidence of real interest on the part of students; evident parental support; success in college elections, college scholarship, and college forensics by former debaters; credible and appreciative community service as measured by the response of luncheon clubs as Rotary and Kiwanis; a planned extensive intra-mural, inter-school, school service, and community service program; large scale participation in inter-school forensics; a business-like handling of forensic finances; a minimum of conflict between debaters and other teachers in the curricula; a planned classroom activity in the debate class; a complete absence of ungentelemanly and unsportsmanlike conduct on forensic trips; and the preparation of a complete and detailed report on forensic activities at the end of the school year.

The following detailed forensic report will bring to the attention of the school administration the nature and extent of the forensic program:

REPORT OF FORENSIC ACTIVITIES CENTRAL HIGH SCHOOL

1939-40

I. PREFACE

Beginning the 1939-40 Forensic Season with a background of four Sweepstakes Awards in five years, Central High School maintained its dominant position in Forensics by again winning the Sweepstakes Award

of the Wisconsin District of the National Forensic League. Recognizing that any activity must rest upon a broad base, Central High School sponsored the formation of the Lake Shore Forensic League. A complete inter-school program for Freshmen and Sophomores is thus provided by means of an annual debate and an annual forensic tournament.

II. DISTRIBUTION OF FORENSIC PARTICIPATION

INTRA-MURAL PROGRAM

Number of Forensic Points	5	10	15	20	25	30	35	40	45	50	55	60
Number of Students	450	200	130	100	80	70	40	30	21	10	7	6

INTER-SCHOOL PROGRAM

Number of Forensic Points	0-25	25-50	50-100	100-150	150-200	200-300
Number of Students	10	7	11	6	2	7

SCHOOL SERVICE PROGRAM

Number of Points	5	10	15	20	25	30	35	40	45	50	55	60
Number of Students	29	9	7	6	4	2	..	..	..	..	..	..

COMMUNITY SERVICE PROGRAM

Number of Points	5	10	15	20	25	30	35	40	45	50	55	60
Students	35	25	10	6	4	..	..	..	..	..	..	..

III. INTER-SCHOOL DEBATE PROGRAM

The following Central High School students took part in the interscholastic Debate Program: * * *

The season opened with a debate clinic at Plymouth in which 16 people participated. Total debates—32; won 24; lost 8.

On Dec. 9 ten debaters participated in a clinic at Marquette. No decisions; total debates—12.

On Dec. 9 eight Freshmen-Sophomores took part in a tournament at Mayville. Total debates—12; won 11; lost 1. Both first and second teams took first place in their divisions.

On Dec. 16 eight debaters took part in a Clinic at Beloit College with Illinois schools—total debates 8.

On Jan. 6 twenty-two debaters took part in a Tournament at Sheboygan Central. Total Debates 40. Won 30; lost 10.

On Jan. 18 twelve debaters took part in a Tournament at Waukesha. Total Debates 24; Won 18; lost 6.

On Jan. 26 and 27 five debaters took part in the Annual Wheaton College Tournament. Won 7; lost 3; tied for 3rd.

On Feb. 10 eight Fresh.-Soph. debaters took part in the First Annual Lake Shore Forensic League at Sheboygan North. Won 12, lost 4. The first team won the tournament.

On Feb. 25 twelve people took part in a tournament at Port Washington winning 12 and losing 4. Total debates—16.

On March 2nd four people met teams from two Catholic High Schools at Sheboygan. Total debates 4.

On March 8-9 six people took part in the Annual N.F.L. Tournament held at Marquette University. Preceding the Tournament 2 practice debates were held at Pio Nono. Won 6, lost 4. Total debates 12.

Central met the following schools during the course of the year: Bessemer, (Michigan), Port Washington, Shawano, Kenosha, Neenah, Kewaunee, Kaukauna, Manitowoc, Plymouth, Sheboygan North, Sheboygan South, West Bend, Oconomowoc, Waukesha, Portage, Waupun, Beaver Dam, West Allis, St. John's Military, St. Peter's, Pio Nono, Horican, St. John's Cathedral, La Crosse Aquinas, Watertown, Ripon, Two Rivers, and the following Illinois Schools: Lane Tech of Chicago, La Grange, Freeport, Galena, East Aurora, West Aurora, Sterling, and Thornton Township.

Total Debates including 40 practice debates with North and South—
226. Won 120—Lost 40—Non-Decision 66.

Total Number of Schools met—35.

Total Number of people taking part in inter-school debates—30.

Total Number of people taking trips—26.

IV. INTER-SCHOOL FORENSICS

After a series of inter-school contests in Declamation, Oratory and Extempore Speaking—the following people took part in inter-scholastic forensics: * * *

1. Oratory:

Mayville Oratorical Clinic—6 people.

Sheboygan Invitational—6 people.

Fresh.-Soph. Lake Shore—2 people.

N.F.L. Tournament—2 people.

Fox River Valley Oratorical—1 person.

2. Oratorical Declamation:

Mayville Oratorical—6 people.

Sheboygan Invitational—6 people.

Fresh.-Soph. Lake Shore—4 people.

N.F.L. Tournament—2 people.

3. Extempore Speaking:

Sheboygan Invitational—4 people.

N.F.L. Tournament—2 people.

Fox River Valley—1 person.

Fresh.-Soph. Lake Shore—4 people.

4. Humorous Declamation:

Milwaukee Declamatory Clinic—4 people.

Sheboygan Invitational—2 people.

Fresh.-Soph. Lake Shore—4 people.

N.F.L. Tournament—2 people.

5. Dramatic Declamation:

Milwaukee Declamatory Clinic—4 people.

Sheboygan Jr.-Sr. Invitational—2 people.

Fox River Valley Recital—1 person.

Fresh.-Soph. Lake Shore—4 people.

N.F.L. Tournament—2 people.

Total number of Speakers—39.

Total number of Speeches, judged and rated—275.

V. STUDENT CONGRESS

On April 12-15, 11 Central Students took part in the second annual Student Congress sponsored by the N.F.L. held at Two Rivers, Wisconsin. * * *

VI. SHEBOYGAN TOURNAMENTS

On January 6th an Invitational Debate Tournament was held in which 54 teams from 16 schools participated in 216 debates. On March 30, 270 contestants from 16 schools delivered over 1000 speeches, each one of which was judged and rated.

VII. COMMUNITY SERVICE PROGRAM

Debates on the High School Question were held before the following adult organizations: Lions, Optimists, Kiwanis, Rotary, American Luther League, American Legion, Business and Professional Women's Club.

Twenty-two Central Speakers delivered Constitution Day speeches before high school, grade school, and rural school audiences.

Speeches were delivered by Central speakers on Armistice Day, Washington's Birthday, and Lincoln's Birthday, to all grade schools in the city.

Ten readers presented declamations as part of the program of adult groups.

VIII. FINANCIAL STATEMENT: FORENSICS 1939-40

1. Dues	\$ 6.00
2. Fees	14.05
3. Meals—Students	45.35
4. Meals—Teachers	10.85
5. Transportation	142.41
6. Rooms	23.50
7. Incidentals	5.08
8. Awards	22.50
Total	<u>\$271.74</u>

IX. BUDGET REQUEST FORENSICS 1940-41

1. Dues	\$ 6.00
2. Fees	15.75
3. Meals—Students	48.00
4. Meals—Teachers	10.00
5. Transportation	139.00
6. Incidentals	5.00
7. Rooms	27.75
8. Awards	22.50
<hr/>	
Total	\$273.00

(See Breakdown on opposite page)

X. RECOMMENDATIONS 1940-41

1. Inter-school Program:
2. Intra-mural Program:
3. Community Service Program:
4. Awards:
5. Materials:
6. Budget:
7. Faculty Assistants:
8. Special Problems:

XI.
BREAKDOWN
FORENSIC REQUISITIONS
1939-1940

Requisition	Dues	Fees	Transportation	Student Meals	Teacher Meals	Rooms	Incidentals	Awards
1. \$1.00	\$1.00	\$	\$	\$	\$	\$	\$	\$
2. 5.00	5.00	...	...	...	...	...	...	...
3. 1.25	...	1.25	...	...	...	...	...	...
4. 4.25	3.75	.50	...	...	...
5. 9.79	9.79	...	...	...	...	...
6. 3.00	2.50	.50	...	...	...
7. 3.25	2.75	.50	...	...	...
8. 4.35	3.50	.85	...	...	...
9. 3.78	3.78	...
10. 28.34	28.34	...	...	...	...	...
11. 5.15	4.00	.50	...	.65	...
12. 14.50	14.50	...	...	...	...	...
13. 10.85	7.00	2.50	1.00	...	.35	...
14. 11.25	5.50	1.25	4.50	...	...
15. 21.00	21.00	...	...	...	...	...
16. 2.50	2.50	...	...	...	...	...
17. 2.50	...	2.50	...	...	...	...	...	...
18. 25.62	7.77	7.80	1.75	8.00	.30	...
19. 4.50	3.00	1.50	...	...	...
20. 12.50	12.50	...	...	...	...	...
21. 2.50	2.00	.50	...	...	...
22. 8.01	8.01	...	...	...	...	...
23. 10.50	10.50
24. 7.50	...	7.50	...	...	...	...	...	...
25. 1.05	1.05	...	...	...	...
26. 9.00	7.50	1.50	...	...	...	...
27. 17.50	17.50	...	...	...	...	...
28. 17.00	5.00	1.00	11.00	...	...
29. 2.80	...	2.80	...	...	...	...	...	...
30. 12.00	12.00
31. 8.00	8.00	...	...	...	...	...
32. .5050	...	...	...
33. 1.0050	.50	...	...	...
\$271.74	\$6.00	\$14.05	\$144.41	\$45.35	\$10.85	\$23.50	\$5.80	\$22.50

Just as there are factors which contribute to building up community, faculty, and administrative support of the forensic program, so also there are dangers inherent in a forensic program which can contribute to the destruction of that necessary support. The first danger which must be minimized or eliminated is *over-emphasis* as indicated by: a neglect on the part of the coach of regular classroom duties; by a too frequent interference with the regular classroom work of student debaters; (a minimum of school time should be used for forensic trips, a maximum, surely, of not more than five school days a year); by concentrated attention upon the few at the expense of many others interested in participating in the forensic program; by an extreme desire to win at the expense of the real objectives of the debate program; by the "itch" to attend every forensic tournament within 200 miles of the local school; by unreasonable financial requests.

A second danger to be minimized or eliminated is *a lack of direction* as indicated by: frequent conflicts between debaters and other teachers within the school; by the undesirable conduct of debaters within the school, a certain proof of a lack of desirable outcomes of the forensic program; by unsportsmanlike conduct with respect to relations with other schools; by ungentlemanly conduct while representing the school both in and away from the community.

The extent to which the faculty, community, and administration will actually give support to the forensic program will depend to a great degree upon the methods used to create such support, and upon the elimination of over-emphasis and lack of direction in the forensic program.

CHAPTER III

HOW CAN WE MEASURE THE EXTENT TO WHICH WE ARE ACHIEVING THE GOALS OF THE FORENSIC PROGRAM?

Knowing what the objectives of a debate program are, and having set in motion a debate class and an integrated intra-mural, inter-school, and community service forensic program, we as coaches must next set up a method of testing the extent to which forensic participants have attained the goals of that program.

The first test of the forensic program is the type of individual that program produces. The record of the participants of that program in college and in adult life is the final test of any high school activity.

We must however, have more immediate methods of testing the extent to which the forensic program achieves its objectives. Assuming of course, that decisions are based upon the extent to which the student has achieved objectives a second test of a program is its ranking in competition with other forensic programs. Two things are necessary to insure the efficiency of decisions as a testing device. In the first place, the student must understand the standards against which he is to be judged, he must have developed the skills that those standards test, and he must have had extensive practice opportunities. In the second place, judges must be selected who know what these standards are, and who have the ability to recognize them.

An analysis of critic judging lists as follows the factors that influence the decisions of expert judges:¹⁷ Organization and effectiveness of constructive argument, organization and effectiveness of direct rebuttal, refutation and resupport of case, analysis, delivery, adaptation to opponents' case, persuasiveness, strategy, and sportsmanship.

¹⁷ The items in this paragraph are taken from Martin J. Holcomb's "The Critic Judge System." *Quarterly Journal of Speech*. February 1933. p. 28.

An attempt has been made in the criticism sheet for Debate which follows at the end of this section to set up standards for judging debates similar to those outlined by Martin J. Holcomb. Those standards include: knowledge of the question and organization of material in logical sequence; adaptation to opponents' case and freedom from memorized speeches; soundness or argument, use of evidence, reasoning, analogy, persuasion; effectiveness in delivery, voice, gesture, appearance, communicative ability; force in rebuttal, success in destroying the main contentions of opponents.

The criticism sheet for Extempore Speaking lists as standards: the ability to stick to the subject assigned, the amount of well chosen pertinent material, the completeness of a speech plan as indicated by the ability to get somewhere, sincerity and directness, and the ability to hold the attention of the audience.

The criticism sheet for Oratory lists as standards: sincerity and directness; poise; quality and use of voice; bodily expressiveness; rhetoric and diction; the ability to make the listener feel that a problem exists and that a solution is necessary, (expressed also as the ability to create acceptance or enthusiasm for the speaker's ideas); thought and composition.

The criticism sheet for Oratorical Declamation lists as standards: sincerity and directness; ability to make the listener feel that a problem exists and that a solution is necessary; or ability to create acceptance or enthusiasm for the speaker's ideas; poise; quality and use of voice; effectiveness of gesture and general bodily movement; emphasis and climax; variety; enunciation.

The criticism sheet for Humorous and Dramatic Declamation lists as standards: literary merit; suitability of selection to contestant; poise; quality and use of voice; ease and appropriateness of gesture; emphasis, pronunciation, enunciation; correct impersonation of characters; consistent impersonation of characters; ability to create real atmosphere that carries listener away to the actual setting.

Since 1930 the single expert critic judge has come into general use and has proven to be more satisfactory than the three judge system. Even with a single judge, the problem of obtaining an individual who is expert enough to know standards and to

be able to recognize them is a difficult one. The difficulties are of course multiplied in tournaments where large numbers of debates and speaking contests are held at the same time. Where tournaments are held in colleges the best procedure is to give to the college speech director the task of assigning judges, with this single stipulation: dramatics majors do not make efficient judges for debate, oratory, and extempore speaking, and debate coaches or college debaters do not make good judges for interpretative contests.

Joyce R. Gregory of West High School, Minneapolis, reports the following method of selecting efficient expert critic judges:

For several years in Minnesota there was felt the need of coordinating the work between the speech teachers of the state and the judges of speech contests. Declamatory work was not improving. It was disheartening to coaches of declamatory and speech teachers that their modern ideas of interpretation, correct speech, accepted forms of technique, and methods of delivery were in opposition to those held by the people who were chosen to act as judges for contest.

As a result, three years ago a group of speech teachers in the Twin Cities, under the direction of Mr. Robert Scott, organized what was known as the Northwest Speech Judges' Association. Regularly scheduled meetings were held once a month, and at those meetings various speech teachers and speech judges in the Twin City area would present their ideas on constructive declamatory work, after which round-table discussions were held. Occasionally various students from surrounding high schools would appear before the Association to give readings or to debate, demonstrating the typical work being done in interpretation and original speech fields. Attending members of the Association would criticize these students and general discussion would ensue. From this procedure for three years there has developed broader understanding of the nature of declamatory work and a definite cooperation between teachers of speech and judges of contests.

Applicants for membership in the Northwest Speech Judges' Association must primarily be teachers of speech who have had definite coaching or teaching experience in the fields of interpretation and original speaking.

Since the organization of this association, the names of the qualified members have appeared in the Minnesota State High School League *Bulletin*. In this way the superintendents, principals, and teachers of speech throughout the Minnesota high schools have had direct contact with the people who are qualified to serve as critics at their speech

events. The Association has felt that critics should be qualified to clarify their decisions with adequate suggestions, thereby serving as educational forces to improve the speech standards of Minnesota.

To date there are 56 members of the Northwest Speech Judges' Association who serve as critics and judges for all forms of speech activities.

Since a mere decision is not enough to indicate to a coach the strength and weaknesses of individual speakers, and since in tournaments the large numbers involved make an oral criticism virtually impossible, the criticism sheets already referred to must be used to test the extent to which the forensic program has reached its objectives.

A method must be devised that will enable a judge with a minimum of effort to record these individual strengths and weaknesses. The criticism sheets which follow make possible an analysis of individual speech effort that can be used for effective remedial work in the class room. These criticism sheets, set up from the standards of the National Forensic League, can be used by the student to judge the effectiveness of other speakers, can be used by the coach to record his impressions of individual speakers, can be used as a record of the decision of the judge and his impression of the speakers' abilities in a formal judged tournament, can be used by the student to analyze radio presentations, and can finally be used by the coach as a basis for remedial work in the class room.

The necessity of some form of criticism sheet upon which judges can easily record the strengths and weakness of students is evident to any coach who at times has as many as 30 speakers participating in a single tournament. Since he cannot personally hear all speakers these criticism sheets are necessary so that strengths and weaknesses may be ascertained and recorded, and that remedial work can later be done effectively and thoroughly in the classroom. In no other way can remedial work be made truly effective.

CRITICISM SHEET FOR DEBATE

CENTRAL HIGH SCHOOL

Sheboygan, Wisconsin

Round _____

Room _____

JUDGES BALLOT AND CRITICISM SHEET

Affirmative _____ School

Negative _____ School

(Encircle either Aff. or Neg. as having done the most effective debating.)

TEAM CRITICISM

	Aff.					Neg.				
1. Knowledge of the question and organization of material in logical sequence.	5	4	3	2	1	5	4	3	2	1
2. Adaptation to opponents' case and freedom from memorized speeches.	5	4	3	2	1	5	4	3	2	1
3. Soundness of argument, use of evidence, reasoning, analogy, persuasion.	5	4	3	2	1	5	4	3	2	1
4. Effectiveness in delivery, voice, gesture, appearance, communicative ability.	5	4	3	2	1	5	4	3	2	1
5. Force in rebuttal, success in destroying the main contentions of opponents.	5	4	3	2	1	5	4	3	2	1

(In the above table the judge will encircle the score opposite each item for both affirmative and negative teams indicating the strengths and weaknesses of their efforts.)

Judge

TEAM SCORING

In the following table the judge will encircle the score opposite each team which in his judgment represents the difference between the two teams. If the debate was superior, and if the two teams were nearly equal in performance, he will encircle 8 for the winning team and 7 for the losing team; if the winning team was excellent in performance, and the losing team plainly mediocre, he will encircle 10 (or 9) and 2 (or 1) respectively, etc.

	Excellent		Superior		Good		Fair		Inferior	
Affirmative	10	9	8	7	6	5	5	3	2	1
Negative	10	9	8	7	6	5	4	3	2	1

NOTE TO JUDGE: Encircle *only one* score opposite each team, the higher score being given to the winning team.

INDIVIDUAL RATING

Below the judge will write the names of the debaters, and encircle opposite each name the score that represents the quality of the performance of that contestant. Avoid assigning the same score to the different contestants, if possible.

	Excellent		Superior		Good		Fair		Inferior	
1. _____	10	9	8	7	6	5	4	3	2	1
2. _____	10	9	8	7	6	5	4	3	2	1
3. _____	10	9	8	7	6	5	4	3	2	1
4. _____	10	9	8	7	6	5	4	3	2	1

Signed Judge

CENTRAL HIGH SCHOOL

Sheboygan, Wisconsin

CRITICISM SHEET FOR EXTEMPORE SPEAKING

Ballot

Round Room

Contestant School

Please encircle each of the first 6 items on the following basis:
 5—outstanding, 4—superior, 3—excellent, 2—good, 1—fair. Encircle
 7th item, 1—best, 2—second best, etc., or A, B, C, D, E.

- | | | | | | | | | | | |
|--|------|---|---|---|---|---|---|---|---|--|
| 1. Ability to stick to subject assigned. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 2. Amount of well chosen pertinent material. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 3. Completeness of speech plan; ability to get somewhere | 5 | 4 | 3 | 2 | 1 | | | | | |
| 4. Sincerity and directness. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 5. Ability to hold attention of audience. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 6. Total rating. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 7. Rank in contest. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| | or A | B | C | D | E | | | | | |

Judge

School

CENTRAL HIGH SCHOOL

Sheboygan, Wisconsin

CRITICISM SHEET FOR ORATORICAL DECLAMATION

Ballot

Round Room

Contestant School

Please encircle each of the first 9 items on the following basis:
 5—outstanding, 4—superior, 3—excellent, 2—good, 1—fair. Encircle
 10th item, 1—best, 2—second best, etc., or A, B, C, D, E.

- | | | | | | | | | | | |
|---|------|---|---|---|---|---|---|---|---|--|
| 1. Sincerity and directness. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 2. Ability to make listener feel that a
problem exists and that a solution is
necessary, or
Ability to create acceptance or en-
thusiasm for the speaker's ideas. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 3. Poise. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 4. Quality and use of voice. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 5. Effectiveness of gesture and gen-
eral bodily movement. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 6. Emphasis and climax. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 7. Variety. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 8. Enunciation. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 9. Total rating. | 5 | 4 | 3 | 2 | 1 | | | | | |
| 10. Rank in contest. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| | or A | B | C | D | E | | | | | |

Judge

School

CENTRAL HIGH SCHOOL

Sheboygan, Wisconsin

CRITICISM SHEET FOR HUMOROUS AND DRAMATIC
DECLAMATION

Ballot

Round

Room

Contestant

School

Encircle first 10 items on the following basis: 5—outstanding, 4—superior, 3—excellent, 2—good, 1—fair. Encircle rank in contest 1—best, 2—second best, etc., or A, B, C, D, E.

1. Literary merit.	5	4	3	2	1					
2. Suitability to contestant.	5	4	3	2	1					
3. Poise.	5	4	3	2	1					
4. Quality and use of voice.	5	4	3	2	1					
5. Ease and appropriateness of gesture.	5	4	3	2	1					
6. Emphasis, pronunciation, enunciation.	5	4	3	2	1					
7. Correct impersonation of characters.	5	4	3	2	1					
8. Consistent impersonation of characters.	5	4	3	2	1					
9. Ability to create real atmosphere that carries listener away to the actual setting.	5	4	3	2	1					
10. Total rating.	5	4	3	2	1					
11. Rank in contest.	1	2	3	4	5	6	7	8	9	
	or A	B	C	D	E					

School

Judge

CENTRAL HIGH SCHOOL
Sheboygan, Wisconsin
CRITICISM SHEET FOR ORATORY

Ballot	
Round	Room
Contestant	School

Encircle the first 8 items on the following basis: 5—outstanding, 4—superior, 3—excellent, 2—good, 1—fair. Encircle 9th item, 1—best, 2—second best, etc., or A, B, C, D, E.

- | | | | | | | |
|--|------|---|---|---|---|---------|
| 1. Sincerity and directness. | 5 | 4 | 3 | 2 | 1 | |
| 2. Poise. | 5 | 4 | 3 | 2 | 1 | |
| 3. Quality and use of voice. | 5 | 4 | 3 | 2 | 1 | |
| 4. Bodily expressiveness. | 5 | 4 | 3 | 2 | 1 | |
| 5. Rhetoric and diction. | 5 | 4 | 3 | 2 | 1 | |
| 6. Ability to make listener feel that a problem exists and that a solution is necessary, or
Ability to create acceptance or enthusiasm for the speaker's ideas. | 5 | 4 | 3 | 2 | 1 | |
| 7. Thought and composition. | 5 | 4 | 3 | 2 | 1 | |
| 8. Total rating. | 5 | 4 | 3 | 2 | 1 | |
| 9. Rank in contest. | 1 | 2 | 3 | 4 | 5 | 6 7 8 9 |
| | or A | B | C | D | E | |

Judge

School

A fourth method of testing the effectiveness of a Forensic Program is to use attitude scales and shift-of-opinion ballots.

The attitude scale is constructed by listing twenty statements about the problem under discussion. The twenty statements are chosen so as to represent statements from extremely favorable to the acceptance of the proposition to extremely unfavorable. The scale is to be marked by the audience plus, minus, or neutral before the debate; and the results analyzed after the oral presentation. The shift-of-opinion ballot is marked by the audience before and after the debate. The extent to which the opinions of the audience have changed is indicative of the effectiveness of the speaking. Both of these forms can be used by the student to analyze radio debates and speeches as suggested in sec. 7.

ATTITUDE SCALE

ATTITUDE TOWARD INCREASING THE POWER OF THE FEDERAL
GOVERNMENT

Please mark each question +, —, or N.

- () 1. The power of the federal government must be increased in order to preserve national unity.
- () 2. The federal government should be kept as weak as possible.
- () 3. Our nation is in such condition that nothing short of dictatorship will save us from complete collapse.
- () 4. To increase federal power would be to sacrifice entirely our democratic ideals.
- () 5. Increased federal power is justified only insofar as it does not deprive the individual of his personal freedom.
- () 6. The federal government should be the only governing agency in the nation.
- () 7. An increase in federal power always means dictatorship.
- () 8. Unless federal power is increased our nation will stop progressing.
- () 9. We have grown great under our present system, so we don't need any change.
- () 10. There's no use in discussing the question, because the government will have its own way anyhow.
- () 11. The state governments can best care for all governmental affairs.
- () 12. Only through an increase in federal power can our nation hope to remain great.
- () 13. The benefits of increased federal power would completely outweigh the possible disadvantages.
- () 14. Anyone who wants to increase federal power is undemocratic.
- () 15. By increasing federal power we would be destroying the constitution.
- () 16. A slight increase of federal power in certain fields would be of benefit to the country.
- () 17. Too much federal power has been the cause of our present condition.
- () 18. Any problems that are due to a lack of national unity can be solved by cooperation between the states.
- () 19. The federal government should concern itself only with national defense and international affairs.
- () 20. Increased federal power means a loss of personal freedom.

SHIFT OF OPINION BALLOT

Name

Program

Date

(In the case of single speeches or discussions the subject must be set up in the form of a proposition)

STATEMENT OF THE QUESTION

Please check (X) one of the following BEFORE the debate, discussion, or speech.

- () 1. I believe very strongly in the affirmative side of the discussion.
- () 2. I am neutral in my belief on this question.
- () 3. I believe very strongly *against* the affirmative side of this discussion.

Please check one of the following AFTER the debate, discussion, or speech.

- () 1. My beliefs are the same as they were.
- () 2. I now believe *more strongly* in the affirmative.
- () 3. I now believe *more strongly* in the negative.
- () 4. I have changed my mind, and now believe in the affirmative.
- () 5. I have changed my mind, and now believe in the negative.

1. I believe as I do because

2. The arguments or points that influenced my beliefs the most are

Signed

These are the methods by which the forensic coach can test the effectiveness of his forensic program.

The alert director will keep in touch with former debaters and forensic participants and through letters and news items evaluate the effectiveness of debate training. He will use expert judge decisions, criticism sheets, audience scales, and shift-of-opinion ballots as additional methods of testing the forensic program.

On the bases of these tests the forensic coach can evaluate the forensic program, and adapt his program and procedures to meet the weakness revealed by this testing program.

CHAPTER IV

HOW CAN WE PROVE THAT WE HAVE ACHIEVED THE GOALS OF THE FORENSIC PROGRAM?

The forensic director is often called upon to prove that the participants of the forensic program have acquired certain attitudes and abilities, and that the program as a whole has reached certain goals.

He is called upon to do this when he reports the outcomes of the forensic program to the administration, and when he attempts to sell the forensic program to prospective participants. And sell it he must, for high school students by nature are not enthusiastically interested in the hard work that participation in a modern forensic program demands. He is unconsciously called upon to do this whenever the administration and community rate the value of the forensic program as a student activity.

The best means of proving that forensic participants have acquired certain attitudes and abilities and that the forensic program has reached certain goals is to incorporate the following proofs into a report to the administration and into a sales talk on the value of forensics, to be presented to junior high schools, freshmen classes, and adult organizations.

Although the outcomes of a debate program are difficult to measure with statistical accuracy ample subjective evidence exists that desirable outcomes result from a forensic program. The cumulative effect of the record and opinions of former debaters, the opinions of parents, administrators, teachers, and leaders in government and education is a real indication of the existence of desirable outcomes.

The first proof of the existence of desirable outcomes, is the record of former Central High School speakers attending college in the school year 1939-40. That record includes: Members of

Phi Beta Kappa at Wisconsin, Beloit, and Michigan; fourteen Varsity debaters at Carleton, Beloit, Wheaton, Ripon, Wisconsin, Northwestern, and the United States Naval Academy; outstanding honor students at Michigan, Wisconsin, Beloit, Wheaton, and Ripon; officers of Delta Sigma Rho Chapters at Wisconsin, Beloit, Northwestern; Pi Kappa Delta members at Wheaton and Ripon; commencement orators at Beloit and Milwaukee State Teachers College; and elective offices too numerous to mention. A similar record can be compiled by the forensic coach with respect to the record of former students who participated in his school forensic program.

A second proof of the existence of desirable outcomes of a forensic program is found in the published statements of state and national leaders. While these statements apply with equal force to the forensic program in any state, the forensic coach will do well to supplement them with statements from leaders well-known to the community in which he is working. These statements bear particular weight because they are written by men who have "no axe to grind."

The national leaders quoted in this section, include a former Governor of the State of Wisconsin, a former President of the University of Wisconsin, a Justice of the Wisconsin Supreme Court, the Wisconsin Superintendent of Public Instruction, The Dean of the Extension Division of the University of Wisconsin, and well-known professors of education and philosophy.

Former Governor Philip F. La Follette, writing in the Wisconsin High School Forensic Association *News Letter* of September 1935, page 1, said:

Not only does debating provide intellectual and oratorical benefits to the debaters themselves, but it stimulates among people in general a keen interest in public problems. It brings to them an understanding and knowledge of vital questions so essential to their solution. Wisconsin has a reputation for enlightened thought in political and social fields. This has resulted, in a large part, from a widespread interest in government and a constant discussion of issues among our citizens. Debating is in keeping with the tradition we have established in Wisconsin.

Dr. Glenn Frank, former President of the University of Wisconsin writing in the Wisconsin High School Forensic Association *News Letter*, April 1932, page 1, said:

In a time when everything is being subjected to acid criticism, I find my faith in our schools strengthened whenever I listen to the debating teams in our state contests. The earnestness, the grasp, the poise, the agility of mind, and the evident mastery of materials the debaters show are the first fruits and the final justification of authentic education.

C. A. Fowler, Justice of the Wisconsin Supreme Court, was quoted in the Wisconsin High School Forensic Association *News Letter*, February 1931, page 2, as follows:

I have no doubt that the work done by the participants in the preparation of these debates was by far the most valuable item in their year's school work. The chief aim of education is to train one so as to enable him to conduct the affairs of life as he meets them, and no training, in my opinion, is more helpful in this way than that acquired in investigating the subjects involved in debates and in selecting, arranging, and stating the matters presented.

F. O. Holt, Dean of the Extension Division, University of Wisconsin, is quoted in the Wisconsin High School Forensic Association *News Letter*, November 1933, page 1, as follows:

I am convinced that our high school youngsters receive more benefits to the square inch from forensic participation than from any other secondary school activity.

John Callahan, State Superintendent of Public Instruction, is quoted in the Wisconsin High School Forensic Association *News Letter*, November 1933, page 1, as follows:

I very much doubt if there is any single activity connected with the school that has as much value through all the years afterwards as the experience students get in debate. It gives them a habit of continually looking for the facts on every question which is a valuable asset to all men and women as they go through life.

Curtis Merriman, now Registrar of the University of Wisconsin, in *Forensic Association News Letter* of April 1935, said on page 1:

I know of no better way of insuring both clear thinking and forceful expression than debating. It calls for a clear statement of the problem, adequate collection and analysis of data, valid conclusions and finally convincing modes of expression. The debating technique can be used in all subjects. The balancing of the arguments and final conclusions constitute invaluable experience in all subjects. Since debating training can be so helpful both in subject study, and in life situations, I am "Resolved in favor of debating for all!"

The *Rostrum* of March 1935 quoted the famous American philosopher, Alexander Meiklejohn as saying:

It seems to me that stronger than any other group, tougher in intellectual fiber, keener in intellectual interest, better equipped than any others to battle with coming problems are the debaters—the students who, apart from their regular studies band themselves together for intellectual controversy with each other and with their friends from other schools.

A third proof of desirable outcomes can be obtained from personal letters from the participants who have received the training that only a modern forensic program can give, and who are now attending college. Space permits only a sampling of these letters as follows:

Specific values from debate participation include: Ability to face an audience without squirming (and, you'll remember, I really did squirm!); a certain analytical power—at least, I learned to take statistics with a grain of salt; the realization that there are two sides to every question; and a great deal of practice in sifting logical argument from red herrings and flag-waving. I could go on listing ad infinitum, but these are a fair sample.

The ways in which debate has helped me in studies, elections, college debate, getting jobs, and getting along with people include: The ability to organize, facility in handling large bodies of material, handling bibliographies, hunting and checking statistics, regard for accuracy and good authorities is in itself without considering the speaking angle, very important in a college career that's apt to be cluttered with term papers.

The elective offices and honors which are an important phase of my college career include: Treasurer of Mortar Board, Secretary of Delta Sigma Rho, Sigma Epsilon Sigma, Sophomore High Honors, Junior Phi Beta Kappa, Mortar Board, Delta Sigma Rho.

Just one more addendum, I think that my debate experience was the most valuable thing I got out of high school. I've been grateful many times.

A fourth valuable proof of the existence of desirable outcomes can be obtained from letters from parents of former debaters. The debate coach will find that these opinions bear weight both with the administration and with beginning Forensic Students.

The parent of a Freshmen at Carlton College writes:

The four years of debate at Central High School, I am convinced, have been of great benefit to my son as a builder of personality, leadership, and training to express his views on a subject in an intelligent manner. It has helped him in his other activities in high school and has proven of great benefit to him in college.

His election to the presidency of Davis Hall, and also of the freshman class at Carleton College, I believe, can be traced to the speaking training he received at Central High School.

The opinion of the parent of a Senior at Beloit College is as follows:

The training resulting from the debate experience of my son has proved to be of invaluable benefit in his college career. The ability to organize the developed skill of self-expression, and the confidence and poise that he developed have largely contributed to his success in scholarship and in student affairs.

You probably remember that his speech at the freshman banquet led to his election as class president. His college record includes: Election to Phi Beta Kappa, the presidency of his fraternity, the editorship of the school paper, a \$300 scholarship as the highest ranking junior, the presidency of Delta Sigma Rho, and the delivery of the class address at commencement.

Next year he will enter law school, and I am sure that his debate experience will again prove of value to him.

A fifth proof of the existence of desirable outcomes of a forensic program is the opinion of school administrators. The Principal of the High School at Chippewa Falls writes: "In my position as chairman of the Northern section of the Wisconsin Forensic Association, I have the opportunity to study at first hand the benefits of all speech work, especially debate. It is my belief that there is no activity which is of more lasting benefit for the students who participate in it." This same opinion is corroborated by the following statement of William Urban, Principal of North High School, Sheboygan, Wisconsin:

I consider the course in debate offered in our high schools, together with the activities contributing thereto, one of the most helpful and far-reaching members of our curriculum. This course attracts boys and girls who are intelligent; who have energy, ambition and the power of self-assertion. It gives them opportunity for independent thinking, useful service and active leadership. It becomes a source of stimulation for many who would otherwise not be heard from.

To the community these debaters carry information, entertainment and sound judgment on live topics. It is noticeable that the developed leadership in the schools carries over into the community. We can easily reconcile the statement that leaders within the school become the leaders without.

A sixth proof of the existence of desirable outcomes is the listing of outcomes as observed by the Illinois Association of Teachers of Speech and reported by Fred Sorrenson in the *Journal of the National Education Association* of January 1932, page 4:

In interesting himself in well directed debating, a student:

1. Becomes more keenly aware of the large place which argument and persuasion have in human relations.
2. Forms the habit of relying more and more upon evidence rather than prejudice, tradition, and intuition in reaching conclusions.
3. Acquires a keener interest in the pursuit of truth.
4. Receives training in the accurate statement of ideas and facts.
5. Develops more fixed habits of intellectual honesty.
6. Becomes more skillful in the use of libraries.

7. Becomes more keenly interested in social, economic, and governmental problems.

8. Becomes better acquainted with the sources of reliable information upon social, and economic and governmental problems.

9. Acquires a better understanding of the fundamental principles relating to social, economic and governmental problems.

10. Receives training in the use of scientific methods of gathering data bearing upon social, economic and governmental problems.

11. Receives training in analyzing social, economic, and governmental problems.

12. Learns to test the value of data.

13. Acquires greater skill in interpreting data.

14. Learns to reason conservatively from data.

15. Acquires greater skill in organizing data.

16. Becomes a medium for the dissemination of knowledge of superior quality bearing upon social, economic and governmental problems.

17. Becomes more skillful in presenting data clearly and attractively.

18. Learns to adapt his point of view to that of others.

19. Learns to adapt reasoning and evidence to different types of audiences.

20. Develops an appreciation of the point of view of others.

21. Acquires skill in presenting data with poise and confidence.

22. Becomes a more easy extempore speaker.

23. Becomes a more resourceful and forceful public speaker.

24. Develops a more expressive body and voice.

25. Develops a stronger and more pleasing personality.

26. Learns to present his views and the reasons for them with conciseness.

27. Forms the habit of refraining from expressing himself with confidence upon subjects regarding which he knows little.

A collection by the forensic coach of statements from parents, former debaters, national leaders in government and education and school administrators, will provide adequate subjective proof that the outcomes of a forensic program approximate the objec-

tives of that program in the development of individuals with a true philosophy of life, with the ability to use social science techniques in the art of thinking, and with the ability to speak fluently and effectively.

The forensic director who uses these proofs in reporting the outcome of the forensic program to the Administration, and in sales talks to junior high schools, freshmen classes, and adult groups will go a long way, in selling the benefits of participation in a forensic program.

APPENDIX I

A PROFILE OF SIX OUTSTANDING DEBATE PROGRAMS

	I	II	III	IV	V	VI
Number of Debates	225	225	200	206	200	190
Number of Debaters	30	29	35	37	20	25
Debate Budget	\$590	\$317	\$320	\$240	\$195	\$200
Pay for Meals?	Yes	Yes	Some	Yes	Yes	No
Pay for Rooms?	Yes	Yes	Yes	Yes	Yes	No
Materials	\$20	\$43	\$25	\$20	\$15	\$50
Source of Forensic Funds	Extra-curricular Fund	Extra-curricular Fund	School Board	Extra-curricular Fund	Extra-curricular Fund	Extra-curricular Fund
National Tournament Participation?	Yes	Sometimes	Yes	Yes	Yes	Yes
How are the Expenses Met?	School Board	Extra-curricular Fund	Students	Combination of Methods	Earnings	Donations
Debate Class?	Yes	Yes	Yes	Yes	Yes	Yes
Age of Coach	33	34	38	30	33	60
Sex	Man	Man	Man	Man	Man	Man
Experience in High School	12	14	17	10	13	38
Subjects Taught Besides Debate	History	History	Econ.	Social Science	History	Econ.
Extra-Compensation for Debate	\$200	None	None	None	None	\$250
Salary	\$2650	\$2150	\$3045	\$2000	\$2700	\$2700
Awards	Pins	N.F.L. mem- berships & keys	N.F.L. mem- berships & keys paid by stu- dents	N.F.L. mem- berships & keys	N.F.L. mem- berships & keys	Felt Letters

APPENDIX II

RECENT MAGAZINE ARTICLES OF INTEREST TO THE FORENSIC COACH

Aly, Bower. How not to debate. *School Activities*. September 1938. 7:22-3.

A discussion of the principal faults of the young debater.

Baccus, Joseph H. Debaters judge each other. *Quarterly Journal of Speech*. May 1937. 23:6-8.

A practical method of student judging for debate.

Baker, J. Thompson. Value of debate tournaments. *Forensic*. January 1931. 16:147.

Barksdale, E. C. Notes on high school debating. *School Activities*. April 1938. 7:5-7.

Methods used in coaching a high school debate team.

———. What the high school debater needs. *N.F.L. Bulletin*. IV. November 1929.

Bass, W. W. Debate as an extra-curricular activity. *Kansas Teacher*. January 1931. 32:13.

Bedicheck, Roy. In defense of contests. *School Activities*. February 1938. 20:251-3.

Caldwell, Russel L. Building of a program of extra-curricular speech in high school. *Quarterly Journal of Speech*. October 1936. 22:397-400.

An outline of the Wooster, Ohio Speech Program.

Campbell, Gus W. When do we have a successful season in debating. *Quarterly Journal of Speech*. April 1934. 20:272-6.

Cortright, Rupert L. The debate class in high school. *Journal of Expression*. September 1929. 2:163-170.

- Ewbank, Henry Lee. Speech contests as educational techniques. *Quarterly Journal of Speech*. April 1936. 22:87-96.
A discussion of the educational values of speech contests.
- . What's right with speech contests. *Rostrum*. April 1936.
p. 8.
High school speech contests are consistent with modern educational philosophy. An answer to some of the objections to the debate program.
- Gregory, Joyce. High school debate is worthwhile. *Clearing House*. December 1938. p. 225.
An answer to the objections raised by Raymond H. Barnard in the issue of December 1937.
- . A method of speech improvement. *Rostrum*. April 1939.
p. 12.
The Minnesota system of selecting and training expert critic judges.
- Jackson, L. E. Coaching a high school debate team. *Quarterly Journal of Speech*. October 1938. p. 430.
An outline of methods used to select high school debaters.
- Kaltenborn, Helen. Case studies in the forensic program. *Quarterly Journal of Speech*. February 1936. 22:117-20.
Deals with the use of hypothetical and real cases in debate and discussion. Useful for young debaters and for the intra-mural program.
- Lamers, William M. The personal equation in debate judging. *Gavel*. March 1933. 15:7.
- . and Dewey, Kenneth. A suggested norm in debate coaching. *Quarterly Journal of Speech*. February 1933. 19:82-4.
- Loeb, Helen and Weisman, Anna. High school debating. *Quarterly Journal of Speech*. June 1934. 20:419.
The advantages gained through participation in a high school debate program. A plea for a high school course in argumentation.
- McKean, Dayton. Debate or conference? *Quarterly Journal of Speech*. April 1934. 20:223-6.
An appraisal of discussion and debate with a defense of the latter.
- Marino, Teresina. Consensus in debate. *Quarterly Journal of Speech*. June 1929. 15:241-2.
A criticism of open forum, decisionless debating.
- Mundt, Karl E. Fallacy of the non-decision debate. *Forensic*. May 1929. 15:273.

Newell, Clarence A. Uniform rules for debating. *Quarterly Journal of Speech*. October 1936. 24:483-5.

An attempt to set up uniform standards for debate. Suggested instructions to debate judges.

Mornebeck, C. D. Evaluation of current practices in financing extra-class activities. *School Activities*. September 1938. 20:3-4.

Paget, Edwin and Cortright, Rupert. The speech curriculum and speech training. *Indiana Journal of Speech*. May 1929. 1:39-40.

The objectives of the high school debate program.

Prestwood, E. L. Streamlining extemporaneous debate. *School Activities*. March 1940. 11:279-81.

An outline of procedure for the organization of an extemporaneous debate tournament.

Schindler, C. M. How to finance the speech program. *Rostrum*. February 1939. p. 5.

The results of a questionnaire sent to 27 selected N.F.L. schools.

Scott, Almere L. Debating as an intellectual activity in our high schools. *School Life*. November 1930. 16:43-4.

The extent of high school debating.

——. Speech institutes for high school students. *Quarterly Journal of Speech*. February 1937. 23:81-3.

The organization of speech institutes.

Smith, Carney C. In defense of contests. *Speaker*. January 1938. 22:3-4.

Toussaint, Sylvester. Speech contests on trial. *Rostrum*. December 1936. p. 6.

An outline of the dangers of over-emphasis and a defense of contests.

Wisconsin Journal of Education. Committee Reports.

Stop worrying about liability. May 1939. p. 447.

Safety and teacher liability. February 1940. p. 283.

Safety on student tours. April 1940. p. 401.

A discussion of the problem of teacher liability.

Waltz, Waldo E. Some problems of rebuttal; An appraisal. *Quarterly Journal of Speech*. June 1934. p. 378.

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